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ABSTRACT

Reviewed are current higher education resources in North Carolina for training special educators, school psychologists, and speech and hearing specialists who serve handicapped children. It is explained that current resources were found to be inadequate when compared with projected needs for preservice training of new personnel and for inservice training to upgrade the qualifications of existing staff members. Recommendations are offered for augmenting existing training resources, for meeting future needs for increased personnel, and for initiating a field-based education system to assist public schools and agencies in upgrading and certifying current personnel. Appendixes include data on active and developing training programs at the University of North Carolina and at private institutions of higher learning within the state. (LH)

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TRAINING OF PERSONNEL TO SERVE CHILDREN WITH SPECIAL NEEDS

A Report from the Cooperative Planning Consortium of Special Education Programs

in

The University of North Carolina

1975

EC073411

THE UNIVERSITY OF NORTH CAROLINA
General Administration
P. O. BOX 2688
CHAPEL HILL 27514

WILLIAM FRIDAY
President

TELEPHONE: (919) 933-6981

February 10, 1975

Senator Lamar Gudger
State Legislative Building
Raleigh, North Carolina 27611

Dear Senator Gudger:

In accordance with your recommendation the University has reviewed its training programs in the area of special education, school psychology and the hearing and speech sciences.

The Consortium appointed to complete this task has reported its findings and recommendations to me. I have attached copies for you and the other members of your Legislative Study Commission on Children with Special Needs.

I look forward to the opportunity of meeting with you and the Commission to present our findings and to discuss their implications.

Cordially,

William Friday

Frank Porter Graham Child Development Center
of the Child Development Research Institute

February 5, 1975

MEMORANDUM

To: President William C. Friday
University of North Carolina

From: Donald J. Stedman, Chairman
Cooperative Planning Consortium

Re: Report of the Cooperative Planning Consortium of Special Education Programs of the University of North Carolina

Attached is a report for your review and conveyance to the Legislative Study Commission on Children with Special Needs (the Gudger Commission).

The report contains a review of current resources in the University for the training of special educators, school psychologists and speech and hearing specialists. The report indicates the gap between current personnel needs and projected needs in relation to the projected service needs in North Carolina. Both a strategy and the necessary implementation resources are proposed for the next biennium.

The Consortium is continuing its long range planning task and will provide that report before April 1, 1975.

DJS/cw

Attachment

cc: Vice President Sanders
Associate Vice President Williams
CPC Vice Chairman Brooks

"No bird soars too high,

if he soars with his own wings."

William Blake

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Dr. Gary Hoover (UNC-G), Dr. Harold Corter (NCSU), Dr. Clarence Smith (UNC-C), Dr. Harold Hulon (UNC-W) and Dean Lafayette Parker (WSSU) helped immensely.

The members of N. C. Student CEC and advisor, Ms. Carolyn Worley, are commended for the excellent conference at Boone to help provide student input to the report.

Guidance from Mr. Don Taylor, Mr. Ted Drain, Ms. Mamie Hubbard, Dr. Jerome Melton, Mr. George Kahdy, Mr. Fred Baars, and Ms. Cornelia Tongue was of great value and support.

Special subcommittee reports on school psychology by Dr. Walter Pryzwansky and the hearing-speech sciences by Dr. LuVern Kunze were a major need fulfilled admirably under great stress.

The members of CPC especially appreciated the access to and guidance from Vice President John Sanders and Dr. James J. Gallagher all along the way.

Executive Summary

A Cooperative Planning Consortium was appointed by President Friday to review the training programs in the University providing personnel to work with children with special needs in educational settings in communities in North Carolina. Attention was concentrated on special education, school psychology, and speech and hearing specialists training programs.

The review of training resources included all 16 units of the University of North Carolina and, in cooperation with the State Department of Public Instruction, the approved special education programs in private institutions of higher education in North Carolina.

The current training resources in the University were compared with the projected needs for many new personnel and the upgrading of large numbers of existing staff in the public schools over the next two years (1975-77).

As a result of the review it was found that -

1. *There are insufficient numbers and types of faculty and staff resources in the University to meet pre-service and in-service training needs in the state at this time.*

The university training resource assessment indicated that there are 71 special education faculty members (58.5 FTE) in the present six University programs. About 60% are on state funds; the balance receive support from special federal training grants renewable annually. This faculty group spans ten categorical areas of handicaps including mentally

retarded, learning disabled, emotionally disturbed, speech impaired, autistic, hearing impaired, gifted-talented, crippled and health impaired, visually impaired, therapeutic recreation, and non-categorical specialties.

This current faculty will train a projected 239 undergraduate and 164 graduate special educators during 1975-76; 240 undergraduates and 161 graduates in 1976-77. The current student group being trained (1974-75) by this faculty (only about 42 of whom are primarily assigned to teacher training) amounts to 208 undergraduates and 167 graduate students. All student product projections will be high because of normal attrition, usually in the neighborhood of 10%.

This same cadre of about 42 constitutes the professional faculty providing field-based education under various contracts between their University and local or regional school systems.

The projected need for special educators, for mainstream education of "regular" educators, for field-based education and staff development, for the technical assistance, leadership training, service program planning, development and evaluation, and for the development of improved training and service models simply cannot be handled by this current University training resource. More and higher quality faculty and staff must be acquired to address the problem successfully over the years ahead.

The Legislative Study Commission reports an immediate requirement for 1569 certified special education teachers in seven categorical areas (mentally retarded - 512, gifted and talented - 330, learning disabled - 266, speech and hearing handicapped - 196, emotionally disturbed - 179, visually impaired - 64, and physically handicapped - 22).

Consortium members project a need for 22 new faculty in 1975-76,

and an additional 18 in 1976-77 to increase the current pre-service projections to 385 undergraduates and 295 graduates in 1975-76, 486 and 483 in 1976-77, and to provide for a significant new training capacity through field-based education for teachers currently employed.

There is an urgent need for faculty and staff resources in the University to train school psychologists.

There are currently about 90 school psychologists working in North Carolina's schools. An equal number more are required immediately to fill available, funded positions. There are currently 23 persons in training in the University. An additional 102 could be trained over the next two years with the 15 new faculty members proposed for current and developing training programs. New required faculty would also engage heavily in staff development and field-based education efforts needed for teachers as well as other educational specialists.

Significant and rapid development of existing training programs in the hearing and speech sciences is of high priority to staff much needed services in public schools, clinics, day care centers, residential centers and other community settings where children and young people with special needs are served.

The University now engages 34 faculty (27.15 FTE) in this area serving 555 undergraduate and 232 graduate students. The need for additional speech and hearing specialists requires an increased output of personnel in 1975-76 and 1976-77. In order to accomplish this, 16 new faculty and staff are needed as soon as possible.

This new faculty and staff resource would engage actively in the field-based education effort to train and update existing personnel and

provide competencies to special class teachers and "regular" educators as well.

2. *An organized, systematic method of delivering field-based education for uncertified and otherwise inadequate teachers and other personnel must be developed.*

The current piecemeal effort to provide staff development amounts to inadequate deployment of the University's resources given the size and complexity of the public schools' problem. Nearly 3,400 special class teachers currently employed in North Carolina need some degree of competency development through education and training. Nearly 57% of these teachers are not certified. Over 7,000 regular educators now employed will require training in how to work with children with special needs who are "mainstreamed" from special programs or placed in regular programs for lack of local special services.

This major task calls for drastic revision in the University's current approach to assisting the State Department of Public Instruction in staff development. It requires the development of a field-based education system that will properly utilize existing and new faculty, staff and student resources to help upgrade the teacher corps in this special area.

The Consortium recommends that a full-time staff member be added to each of the existing and developing training programs in the University with the primary role of "brokering" the training resources of that University for the field-based education system. These "agents" would form a group within the University that would be responsible to work with the State Department's eight Regional Special Education Coordinators to continually assess and meet the training needs of the teachers in the local schools. Using this approach, hundreds rather than dozens of teachers could

be involved in some stage of development at any one time on a substantially more cost-beneficial basis than with current practices.

3. *Coordinating, planning and special study mechanisms must be developed to improve the effectiveness of current and proposed training programs in the University.*

Current coordination and communication between special education programs within the University and between them and state-regional agencies have not been sufficient for best utilization of resources or maximum capitalization on program development opportunities. Forward planning has been isolated and spotty. Correlating training efforts with service needs has not been the responsibility or authority of any specific and accountable person or organization.

Continuation of the Consortium is proposed to fill this need. Planning, evaluation and special study authorities are recommended for both pre-service and field-based education activities. Program development and review functions are recommended, also, together with some responsibility for leadership in innovative training model development.

This proposed representative Consortium would provide the continued, ongoing planning and coordinating mechanism required for the kind of evolutionary plan proposed in this report which requires correcting feedback as it moves toward solution of the problems.

4. *At least short-term modification of some University policies should be made.*

Policies and practices currently in force in this area, including certification procedures, extension education faculty position formulas, and accounting for scholarship funds need modification, at least temporarily, for the proposed plan to work most effectively.

New and consistent certification criteria need to be devised and applied by all Universities in concert with a state managed system of monitoring the professional status of each teacher in the field.

A method for "counting" persons trained in the proposed field-based education system toward new or continued faculty positions in the training organization must be devised and applied to encourage outreach training amongst the Universities and University administrators. Additionally, it would provide for a method of financing field-based education staff beyond short-term University or legislative appropriations.

5. *Local special educational service program development is being more aggressively pursued by state and local educational agencies so that future teachers and other personnel trained will, in fact, find jobs available.*

Continued moral and legal pressure on local school systems, and perhaps eventually mandatory education for children with special needs, will require extensive technical assistance to state and local agencies. Much of this will come from University personnel. The resources should be available on a timely and cost-free basis when necessary. Existing resources would be extremely inadequate to the task.

New faculty and staff resources, and research and development programs as well as training programs in the University must be augmented to make services available.

Under the new plan, additional faculty would be required in ten units of the University. A model, state-wide field-based education system formed by University programs would be initiated to respond to the immediate need in the state for staff development. The Cooperative Planning Consortium would be continued so that resources for planning and rationalized program development would be made available. A continuing and intensive planning

relationship between the University and state and local educational structures would be established and maintained through the Consortium. Additionally, liaison would be maintained with the newly created Office for Children in the North Carolina Department of Human Resources.

6. *The University plan would require that new funds be appropriated by the North Carolina General Assembly in its 1975 session to provide the training response necessary to fulfill the University's mission as the principal organization for higher education in North Carolina and full partner in the state's public education program.*

For the biennium (1975-77), the field-based education system would require staff and operational support. Basic University resources for the field-based education system and expanded pre-service training in special education would be required. Coordination, planning, evaluation and special studies activities also would be required to assure adequate development and utilization of programs and funds.

An additional amount would be required for the biennium for school psychology training programs and also for speech and hearing training programs. Estimates of cost are in the process of being drawn.

7. *A concerted effort must be made over the next three to five years to help develop and evaluate alternative service delivery and training programs which would allow for meeting the needs of more children while requiring fewer and less expensive personnel budgets.*

The final destination of the current track of more children--more service--more staff--more University faculty is not an affordable situation. Of course, prevention and early intervention are key strategies. However, for the foreseeable future, if we are to provide equal educational opportunity to all children with special needs, new forms of service, new techniques and new partners must be found to help solve the problem. The University can help lead the way.

Introduction:

More than a decade ago this state concerned itself heavily with improving and expanding its 15 year old program of educational services for exceptional children.

Federal-state initiatives in 1963, particularly in the area of mental retardation, were nowhere more substantial or heartening than in North Carolina. Special education programs at the local level were coupled with major resources for higher education units to assure adequate and quality staff for school systems, residential centers and other settings where services to exceptional children were needed. The prospects were bright then for making major inroads into the problem of finding and effectively educating children with special needs.

For a time, the pace of development of the educational service and manpower training activity steadily reduced the gap between the known needs of children and families and the resources required to meet those needs. However, by the late 1960s, new state priorities, an increased population, a more complicated and varied higher education system, and a cumbersome array of state and local governmental agencies had impeded the rate and effectiveness of both service and training program development to a point of almost desperate alarm among both parents and professionals in the state.

The situation was compounded further by the very success of exceptional child research, training, and demonstration-service programs mounted over the period 1966-72. Research found new problems as well as new solutions. Families and communities observed effective demonstration intervention

programs they could not afford. Some training programs produced personnel more inclined toward innovative development than direct service to children. Higher education assigned more priorities to funding programs and faculties that could not command federal resources for training. Service program development needs soon outstripped training program capacity.

As a result, over the past three years, mounting pressure has led to new state legislation (the Equal Education Opportunities Act of 1974), a demand for adequate services for exceptional children as a constitutional right (Civil Action #3050, U.S. District Court, Eastern District of North Carolina, Raleigh Division), a renewed state governmental effort to deliver services (N. C. State Department of Public Instruction request for 1975-77), and a requirement for a realignment, renewal and resurgence within North Carolina's higher education institutions to provide adequate pre-service, in-service and leadership training programs that will assure the best opportunity to close the expanding gap between needs and resources in this area.

In the fall of 1974, the Legislative Study Commission on Children with Special Needs (Gudger Commission) requested that President Friday review the University's current education and training activities in the area of exceptional children and recommend what steps and resources were needed to participate effectively in expanding and improving statewide service program development. Their initial concern was related to unfilled teacher allotments.

An already developing Cooperative Planning Consortium of Special Education Programs (CPC) was designated by the President to meet the University's response to the Gudger Commission. The State Advisory Budget Commission and the Governor authorized the use of University generated

overhead funds to support the CPC effort.

President Friday added a second task for the CPC by requesting a long range (5 year) plan for the University in this area that would go beyond the Commission's need for a recommendation for the 1975-77 biennium and address new directions and training program strategies that would solve the problem.

During the period October-December, 1974, the following tasks were completed by the CPC:

1. Organization of CPC and specification of activities to reach its two objectives.

2. Completion of a comprehensive survey of existing training programs. (special education, school psychology, hearing and speech specialists)

3. A review of developing training programs.

4. Development of projected manpower needs based on current national data and a child survey conducted by the State Department of Public Instruction and the Department of Human Resources.

5. Construction of a manpower training plan, together with a statement of the required resources to implement the plan, that would begin the reconstruction process necessary during 1975-77 to meet the leadership and staffing needs of the current and projected service program plan.

6. Development of liaison and coordination with individuals and organizations, internal and external to the University, to assure the accuracy, propriety and potential for success of the CPC recommendations.

This report is a result of the work of the members of CPC and its staff.

The report presents the situation as we find it. It recommends steps to remedy the current situation and it provides a general strategy for the near future that will help assure a timely and effective training enterprise within the University as well as between the University and regional-local educational structures.

This report should not be regarded as the completion of the larger task of devising alternative methods of training as well as expanding current programs into new and needed areas. That effort will be the focus of the report to President Friday concerning long-range plans as well as the object of considerable attention in the years ahead.

I. The Current Situation

1. The North Carolina Survey of Children with Special Needs

2. Educational Service Needs in North Carolina

3. University Training Resources

I. The Current Situation

A picture of the current situation requires several elements--the number and types of children to be served, the service needs and resources, current University resources (in the University and in private higher education units), the production history of the University, and needed personnel (service and University faculty) in the several critical areas, particularly special education.

1. The Child Survey -

In November 1974 the Division of Exceptional Children in the North Carolina Department of Public Instruction and the Office for Children in the North Carolina Department of Human Resources completed two comprehensive surveys of children with special needs in North Carolina. An in-depth survey was undertaken on contract with the Research Triangle Institute (RTI) and a state wide, broad-gauged survey ("Count the Children") was completed under a plan proposed by Parents and Professionals for Handicapped Children (PPHC) and adopted by the state agencies.

The survey results and consequent projections of incidence in North Carolina were still not available from RTI on February 1, 1975. The results will be included as a reference in Appendix A and will reveal the number of children estimated by age level and area of handicap in North Carolina.

An estimate based on national incidence estimates has been used as an interim data base in Table 1. These interim incidence data are more conservative than the final child survey data will be. Even so, they indicate that 142,296 children of school age in North Carolina have special needs. If one estimates incidence on the 0-21 age group in North Carolina, then 252,096 persons have special needs.

An additional guide to incidence is the compilation of exceptional children currently being served plus those known to be on waiting lists. This list was developed by the Gudger Commission and issued in its legislative report of February 1, 1975 (p. 4). The total number of exceptional children cited in this report included 116,456 being served in the public schools and 45,513 on waiting lists. This yields a total state wide incidence of 161,969.

TABLE 1. ESTIMATES OF NUMBER OF EXCEPTIONAL PERSONS IN NORTH CAROLINA AND NUMBER OF TEACHERS NEEDED TO SERVE THEM

	Category of Exceptionality[a]								
	CR	ED	ER	GT	HH	HI	LD	SI	
Estimated Prevalence Percentages[b]	0.50%	2.00%	2.14%	2.00%	0.15%	0.58%	1.00%	3.50%	0
Estimated Number of Exceptional Children in NC of School Age[c]	5,865	23,462	25,104	23,462	1,760	6,804	11,731	41,058	1,
Estimated Number of Teachers Needed[d]	586.5	2,932.7	1,725.4 (ER & TR)	938.5	146.7	1,908.2 (HI & SI)	469.2		
Estimated Number of Exceptional Persons in NC, Aged 0-21[e]	10,391	41,566	44,476	41,566	3,117	12,054	20,783	72,740	3,
Estimated Number of Exceptional Children in NC of School Age (Gudger report)[f]	976	3,949	52,937	39,741	3,843	2,496	14,718	38,449	3
Estimated Number of Teachers Needed (Gudger Report)[g]	65	202	2,044 (ER & TR)	553		476 (HI & SI)	332		

(See footnotes on next page.)

BLE 1. ESTIMATES OF NUMBER OF EXCEPTIONAL PERSONS IN NORTH CAROLINA AND NUMBER OF TEACHERS NEEDED TO SERVE THEM

Category of Exceptionality[a]

CR	ED	ER	GT	HH	HI	LD	SI	TR	VI	TOTAL
0.50%	*2.00%*	*2.14%*	*2.00%*	*0.15%*	*0.58%*	*1.00%*	*3.50%*	*0.16%*	*0.10%*	*12.13%*
5,865	*23,462*	*25,104*	*23,462*	*1,760*	*6,804*	*11,731*	*41,058*	*1,877*	*1,173*	*142,296*
586.5	*2,932.7*	*1,725.4 (ER & TR)*	*938.5*	*146.7*	*1,908.2 (HI & SI)*	*469.2*			*46.9*	*8,754.1*
10,391	*41,566*	*44,476*	*41,566*	*3,117*	*12,054*	*20,783*	*72,740*	*3,325*	*2,078*	*259,096*
976	*3,949*	*52,967*	*39,741*	*3,843*	*2,496*	*14,718*	*38,449*	*3,886*	*944*	*161,969*
65	*202*	*2,044 (ER & TR)*	*553*		*476 (HI & SI)*	*332*			*75*	*3,747*

page.)

FOOTNOTES FOR TABLE 1

[a]CR, Crippled; ED, Emotionally Disturbed; ER, Educable Mentally Retarded; GT, Gifted and Talented; HH, Hospitalized and/or Homebound; HI, Hearing Impaired; LD, Learning Disabled; SI, Speech Impaired; TR, Trainable Mentally Retarded; VI, Visually Impaired.

[b]Estimated prevalence percentages are from Office for the Handicapped, US Department of Health, Education and Welfare.

[c]Based on total 1973-74 public school enrollment of 1,173,097, grades 1-12, used by the Division for Exceptional Children, NCSDPI.

[d]Derived from row above by using the following teacher:student ratios (obtained from NCSDPI): CR, 1:10; ED, 1:8; ER, 1:16; GT, 1:25; HH, 1:12; HI, 1:5; LD, 1:25; SI, 1:75; TR, 1:12; VI, 1:25.

[e]Based on total NC population (aged 0-21) of 2,078,293, from US Census, 1970.

[f]From the Report of the Commission on Children with Special Needs to the NC Legislature, February 1, 1975, p. 4.

[g]From the Report of the Commission on Children with Special Needs to the NC Legislature, February 1, 1975, p. 7. Includes teachers now serving plus additional teachers required.

2. Service Needs - Special Education -

These children require services of varying kinds. Data on types of services, numbers of children served and children not now being served are also presented in Table 1.

The services provided are staffed by personnel with continuing educational and training needs.

The service programs remaining to be mounted will require new personnel training efforts to staff them.

New service program personnel requirements and numbers and types of current program staff are indicated in Table 2.

According to the Legislative Commission nearly 1,600 teachers are needed now, especially in the areas of emotionally disturbed, gifted and talented, physically handicapped and learning disabled.

While great strides have been made in providing teachers for the mentally retarded, more than 500 new teachers are still required to meet their estimated needs. In addition, the more than 1,500 teachers of the retarded now employed comprise the bulk of those not certified or in need of improvement through continuing in-service training.

A more representative projection of personnel needs can be derived by estimating the number of personnel based on the estimated incidence in both public schools and the 0-21 age group in North Carolina.

TABLE 2. ESTIMATES OF NUMBER OF SPECIAL TEACHERS NOW AVAILABLE IN NORTH CAR
AND NUMBER OF ADDITIONAL SPECIAL TEACHERS REQUIRED

	Category of Exceptionality[a]						
	CR	ED	MR	GT	HH	HI/SI	LD
Estimated Number of Teachers Needed[b]	586.5	2,932.7	1,725.4	938.5	146.7	1,908.2	469.2
Estimated Number of Teachers Available (NCSDPI)[c]	75.0	46.0	2,638.0	269.5	74.5	347.0	163.0
Estimated Number of Teachers Available (Gudger Report)[d]	43.0	23.0	1,532.0	223.0		280.0	66.0
Estimated Number of Additional Teachers Required (NCSDPI)[e]	511.5	2,886.7	0	669.0	72.2	1,561.2	306.2
Estimated Number of Additional Teachers Required (Gudger Report)[f]	543.5	2,909.7	193.4	715.5	146.7	1,628.2	403.2

(See footnotes on next page.)

2. ESTIMATES OF NUMBER OF SPECIAL TEACHERS NOW AVAILABLE IN NORTH CAROLINA AND NUMBER OF ADDITIONAL SPECIAL TEACHERS REQUIRED

Category of Exceptionality[a]

CR	ED	MR	GT	HH	HI/SI	LD	VI	TOTAL
586.5	2,932.7	1,725.4	938.5	146.7	1,908.2	469.2	46.9	8,754.1
75.0	46.0	2,638.0	269.5	74.5	347.0	163.0	14.0	3,627.0
43.0	23.0	1,532.0	223.0		280.0	66.0	11:0	2,178.0
511.5	2,886.7	0	662.0	72.2	1,561.2	306.2	32.9	6,039.7
543.5	2,909.7	193.4	715.5	146.7	1,628.2	403.2	35.2	6,576.1

page.)

FOOTNOTES FOR TABLE 2

[a]CR, Crippled; ED, Emotionally Disturbed; MR, Educable Mentally Retarded and/or Trainable Mentally Retarded; GT, Gifted and Talented; HH, Hospitalized and/or Homebound; HI/SI, Hearing Impaired and/or Speech Impaired; LD, Learning Disabled; VI, Visually Impaired.

[b]From this report, Table 1, Row 3.

[c]From Preparation of Professional Personnel in the Education of the Handicapped in North Carolina, Department of Public Instruction, Division for Exceptional Children, October 15, 1974, p. 17. Figures for Gifted and Talented, and Hospitalized and/or Homebound are from "1973-74 Statistical Summary, Instructional Programs for Exceptional Children, North Carolina Public Schools," published by Division for Exceptional Children, NCSDPI, October 1974.

[d]From the Report of the Commission on Children with Special Needs to the NC Legislature, February 1, 1975, p. 7.

[e]Row 1 minus Row 2.

[f]Row 1 minus Row 3.

3. University Resources - Special Education -

A comprehensive review of University training resources revealed that 71 faculty persons (58.5 FTE) are engaged in training in six active special education programs. A review of the University Training Resource Assessment (Appendix B) indicates faculty, student, staff assignment, financial and other relevant data. Tables 3 and 4 provide summaries of pertinent data.

Table 3 suggests that the majority of faculty are non-categorical in specialty area. The majority clearly specializing are in mental retardation (40). The fewest faculty specialists are available in the areas of hearing handicapped, visually impaired, physically handicapped, gifted and talented, and autistic.

It should be noted that while new faculty are required for new program areas, new faculty also may be required for "old" areas in order to engage in field-based education.

Table 4 indicates very few faculty members from black or other minority groups. Sixty-two percent of the University faculty members hold the doctorate (as compared with 63.1% University-wide across all departments). Twelve percent of the special education faculty are full Professors. Of the 71 faculty members only 45 are available to teach full time. The balance are in administrative, research, service or other appropriate roles. Sixty percent of the faculty are on state funds (line positions or special contracts). Only 10 administrative staff are available to support the six training programs!

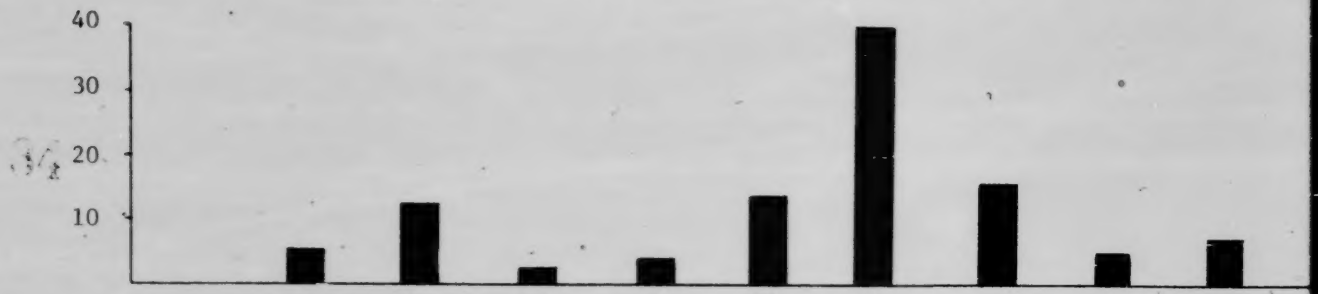
The remaining six components of the University have varying degrees of interest, from very little to considerable, in establishing training activities in one or more of the areas under consideration here.

TABLE 3. SPECIALTIES OF CURRENT SPECIAL EDUCATION FACULTY OF THE UNIVERSITY OF

	Category of Exceptionality[b]									
	HI	SP	VI	COHI	ED	MR	LD	GT	AUT	T
ASU	4	5	-	3	8	15	7	1	6	
ECU	-	-	-	-	-	6	4	1	-	
UNC-CH	-	2	-	-	3	8	3	1	-	
NCCU	-	-	-	-	2	4	-	-	-	
NCSU	-	-	1	-	-	3	-	-	-	
WCU	1	5	1	-	-	4	2	1	-	
TOTAL	5	12	2	3	13	40	16	4	6	

[a]A faculty member may have more than one area of specialization.

[b]HI, Hearing Impaired; SP, Speech Impaired; VI, Visually Impaired; COHI, Crippled a and/or Homebound; ED, Emotionally Disturbed; MR, Mentally Retarded; LD, Learning Disable Talented; AUT, Autistic; TH REC, Therapeutic Recreation; N-C, Non-Categorical.



PECIALTIES OF CURRENT SPECIAL EDUCATION FACULTY OF THE UNIVERSITY OF NORTH CAROLINA[a]

Category of Exceptionality[b]

SP	VI	COHI	ED	MR	LD	GT	AUT	TH REC	N-C
5	-	3	8	15	7	1	6	-	23
-	-	-	-	6	4	1	-	-	4
2	-	-	3	8	3	1	-	-	5
-	-	-	2	4	-	-	-	-	-
-	1	-	-	3	-	-	-	-	1
5	1	-	-	4	2	1	-	1	1
12	2	3	13	40	16	4	6	1	34

ber may have more than one area of specialization.

mpaired; SP, Speech Impaired; VI, Visually Impaired; COHI, Crippled and/or Hospitalized
D, Emotionally Disturbed; MR, Mentally Retarded; LD, Learning Disabled; GT, Gifted and
stic; TH REC, Therapeutic Recreation; N-C, Non-Categorical.

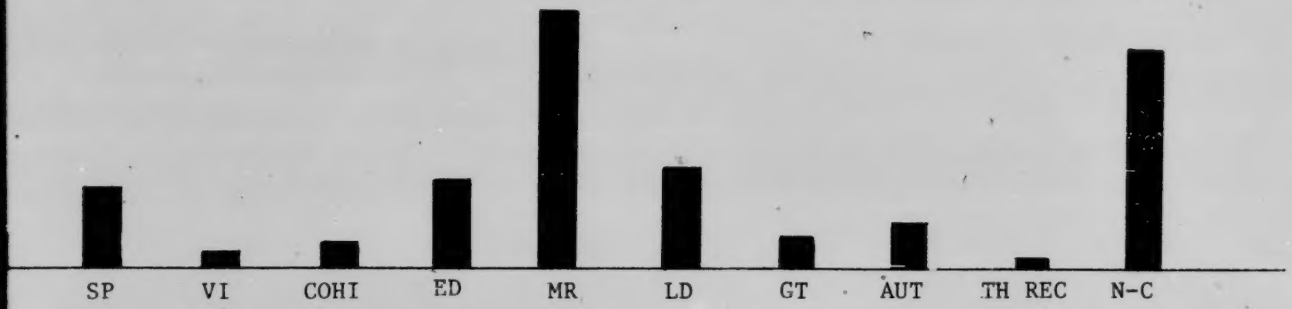


TABLE 4. ATTRIBUTES OF CURRENT SPECIAL EDUCATION FACULTY OF THE UNIVERSITY OF NORTH CAROLINA

Faculty (N=79)

	Sex[a]		Race		Level		Rank					Assignment (U/G)					
	M	F	W	NW	M	D	P	Ac	At	L	Ad	Teach	Res	Adm	Ser	Other	Advs
ASU	23	8	30	1	12	18	1	3	12	9	6	10.50 4.00	0.00 0.00	0.75 0.50	9.75	1.75	-
ECU	5	3	8	0	5	3	1	1	4	2	0	3.83 2.00	0.00 0.00	0.08 0.09	1.50	0.00	18
UNC-CH	10	7	17	0	3	14	2	6	6	3	0	3.25 5.65	0.00 0.50	0.00 0.50	0.25	0.25	8
NCCU	1	4	3	2	1	4	2	2	0	1	0	0.00 4.50	0.00 0.00	0.00 0.50	0.00	0.00	2
NCSU	2	3	5	0	3	2	1	1	1	0	2	0.00 1.65	0.00 0.10	0.00 0.20	0.20	0.00	-
WCU	6	7	13	0	5	8	2	1	8	2	0	6.85 2.25	0.00 0.30	0.00 0.70	3.10	0.00	5
TOTAL	47	32	76	3	29	49	9	14	31	17	8	24.43 20.05	0.00 0.90	0.83 2.49	14.80	2.00	34

[a]Sex--M, Male; F, Female; Race--W, White; NW, Nonwhite; Level of Training--M, Masters; D, Ac, Associate Professor; At, Assistant Professor; L, Lecturer; Ad, Adjunct Professor; Assignme Teach, Teaching; Res, Research; Adm, Administration; Ser, Services; Other; Advs, Advisees; Sup Federal; Priv, Private; Adm Stf, Administrative Staff.

[b]Data not available

TABLE 4. ATTRIBUTES OF CURRENT SPECIAL EDUCATION FACULTY OF THE UNIVERSITY OF NORTH CAROLINA

Faculty (N=79)

vel	Rank					Assignment (U/G)						Support Source			Adm Stf
D	P	Ac	At	L	Ad	Teach	Res	Adm	Ser	Other	Advs	St	Fed	Priv	
18	1	3	12	9	6	10.50 4.00	0.00 0.00	0.75 0.50	9.75	1.75	–[b]	14.75	16.25	.00	4.00
3	1	1	4	2	0	3.83 2.00	0.00 0.00	0.08 0.09	1.50	0.00	180	7.00	1.00	.00	1.50
14	2	6	6	3	0	3.25 5.65	0.00 0.50	0.00 0.50	0.25	0.25	89	5.25	11.50	.25	3.50
4	2	2	0	1	0	0.00 4.50	0.00 0.00	0.00 0.50	0.00	0.00	29	2.00	3.00	.00	1.00
2	1	1	1	0	2	0.00 1.65	0.00 0.10	0.00 0.20	0.20	0.00	–[b]	5.00	0.00	.00	0.11
8	2	1	8	2	0	6.85 2.25	0.00 0.30	0.00 0.70	3.10	0.00	50	13.00	0.00	.00	0.70
49	9	14	31	17	8	24.43 20.05	0.00 0.90	0.83 2.49	14.80	2.00	348	47.00	31.75	.25	10.81

le; Race--W, White; NW, Nonwhite; Level of Training--M, Masters; D, Doctorate; Rank--P, Professor; , Assistant Professor; L, Lecturer; Ad, Adjunct Professor; Assignment (Undergraduate/Graduate)-- rch; Adm, Administration; Ser, Services; Other; Advs, Advisees; Support Source--St, State: Fed, Stf, Administrative Staff.

A review of training resources in private institutions of higher education in the special education area was completed in cooperation with the Division of Exceptional Children of the North Carolina State Department of Public Instruction. The data from this survey are presented in Appendix D.

Given the resource assessment data and the manpower needs data from the estimates and surveys and the staff development report from the State Department of Public Instruction (Appendix E), it is obvious that more and better personnel are needed at both the service program staff and University training program staff levels.

An estimate of needs for both areas is indicated in Table 5. Obviously neither need can be met in the foreseeable future.

University Resources - School Psychology and the Hearing and Speech Sciences -

Similar reports on resources in School Psychology and the Hearing and Speech Sciences are presented in Appendixes F and G.

TABLE 5. NUMBER OF PERSONNEL NEEDED

AT SERVICE PROGRAM LEVEL AND UNIVERSITY TRAINING PROGRAM LEVEL

	Category of Exceptionality[a]						
	CR	ED	MR	GT	HH	HI/SI	LD
Estimated Number of Additional Teachers Required (Gudger Report)[b]	543.5	2,909.7	193.4	715.5	146.7	1,628.2	403.2
Estimated Number of Additional Personnel Required at Univ. Training Prog. Level[c]	36.2	194.0	12.9	47.7	9.8	108.5	26.9

[a]CR, Crippled; ED, Emotionally Disturbed; MR, Mentally Retarded; GT, Gifted and Tal
and/or Homebound; HI/SI, Hearing Impaired and/or Speech Impaired; LD, Learning Disabled;

[b]These figures were taken from Table 2, Row 5 of this report, and are based on NCSD
school enrollment, NCSDPI teacher:student conversion ratios, and estimates of teachers a
Report of the Commission on Children with Special Needs to the NC Legislature, February

[c]These figures were derived from the row above, based on the ratio of one FTE facul
service teachers.

TABLE 5. NUMBER OF PERSONNEL NEEDED

AT SERVICE PROGRAM LEVEL AND UNIVERSITY TRAINING PROGRAM LEVEL

Category of Exceptionality[a]

	CR	ED	MR	GT	HH	HI/SI	LD	VI	TOTAL
	543.5	2,909.7	193.4	715.5	146.7	1,628.2	403.2	35.9	6,576.1
1	36.2	194.0	12.9	47.7	9.8	108.5	26.9	2.4	438.4
1c									

ED, Emotionally Disturbed; MR, Mentally Retarded; GT, Gifted and Talented; HH, Hospitalized
/SI, Hearing Impaired and/or Speech Impaired; LD, Learning Disabled; VI, Visually Impaired.

were taken from Table 2, Row 5 of this report, and are based on NCSDPI estimates of public
CSDPI teacher:student conversion ratios, and estimates of teachers available from the
sion on Children with Special Needs to the NC Legislature, February 1, 1975, p. 7.

were derived from the row above, based on the ratio of one FTE faculty member to 15 pre-

II. Steps Necessary to Remedy the Situation

1. Field-Based Education

2. Basic Resource Development

3. Coordination and Planning

II. Steps Necessary to Remedy the Current Situation

In order to respond constructively to the current situation and to remedy it, four simultaneous activities (changes) must take place. Each is intertwined with the other and is not free standing or removable without impairing the effectiveness of the others. The activities are manpower training (pre-service), field-based education (extension), coordination and planning (within the University and between it and education agencies) and the provision of the human and financial resources required to provide the first three functions.

1. Field-Based Education -

Of equal or greater concern than unfilled allotments is the status of currently employed personnel in educational settings serving children with special needs. There are varying figures describing this situation. None are promising. A computer survey done on February 13, 1974 revealed that of the 3,382.5 special education teachers employed in North Carolina, 1,925 (56.9%) were not certified in any area of exceptionality. In the state agency's 1974 grant application to the Bureau for Education of the Handicapped it was indicated that there were 1,886 "uncertified" teachers employed at the time. The Legislative Study Commission on Children with Special Needs cites 61% as the segment of special education teachers not certified, or 1,343 teachers (p. 5).

So, the current problem is a combination of inadequate numbers of personnel available to meet available employment requirements and opportunities (where money is now available) and inadequate competencies in personnel now employed in special education programs.

The State Department of Public Instruction has documented the need for staff development activities in its May 1974 Suggested Master Plan for the certification of teachers of exceptional children by September 1, 1977 (Appendix E).

Clearly such a master plan cannot be fully implemented through effective, top quality field-based education without a systematic training relationship with the University of North Carolina.

Nearly 3,400 teachers in seven areas of exceptional children are in varying stages of development, on the job, and many are not now certified in the area in which they are teaching: most are not certified at all.

This need, coupled with the even greater need to provide "regular" classroom teachers with the skills to work with children with special needs requires an immediate and major effort to deploy more of the existing and much of any new University faculty resources to the field to satisfy the great need for staff development which will exist into the 1980s. This balance of effort might shift over the next five years from the current 80-20 balance to a roughly 50-50 balance (see Figure 1).

Therefore, a field-based education capacity is needed which would provide -

1. access to the best and most immediate training resources in the University for any local or regional educational organization in need, and
2. assurance of the most effective utilization of University resources for deployment to practitioners in the field without depleting on-campus resources and undermining education or the research and development mission of the University.

To accomplish this a Field-Based Education System is recommended that would include at least one full time staff member in each of the ten active and developing University programs to act as an "agent" or "broker" for the program in cooperation with similar "agents" in the other University units. This group of agents would maintain a continuous training needs assessment working in close cooperation with the eight regional educational councils and in coordination with CPC and the state agency.

In this fashion the entire University would become available to any given local or regional structure through the nearest field-based education agent and the field-based education process.

FIGURE 1. UNC MANPOWER EDUCATION EMPHASES:

FIELD-BASED AND ON-CAMPUS, 1975-80

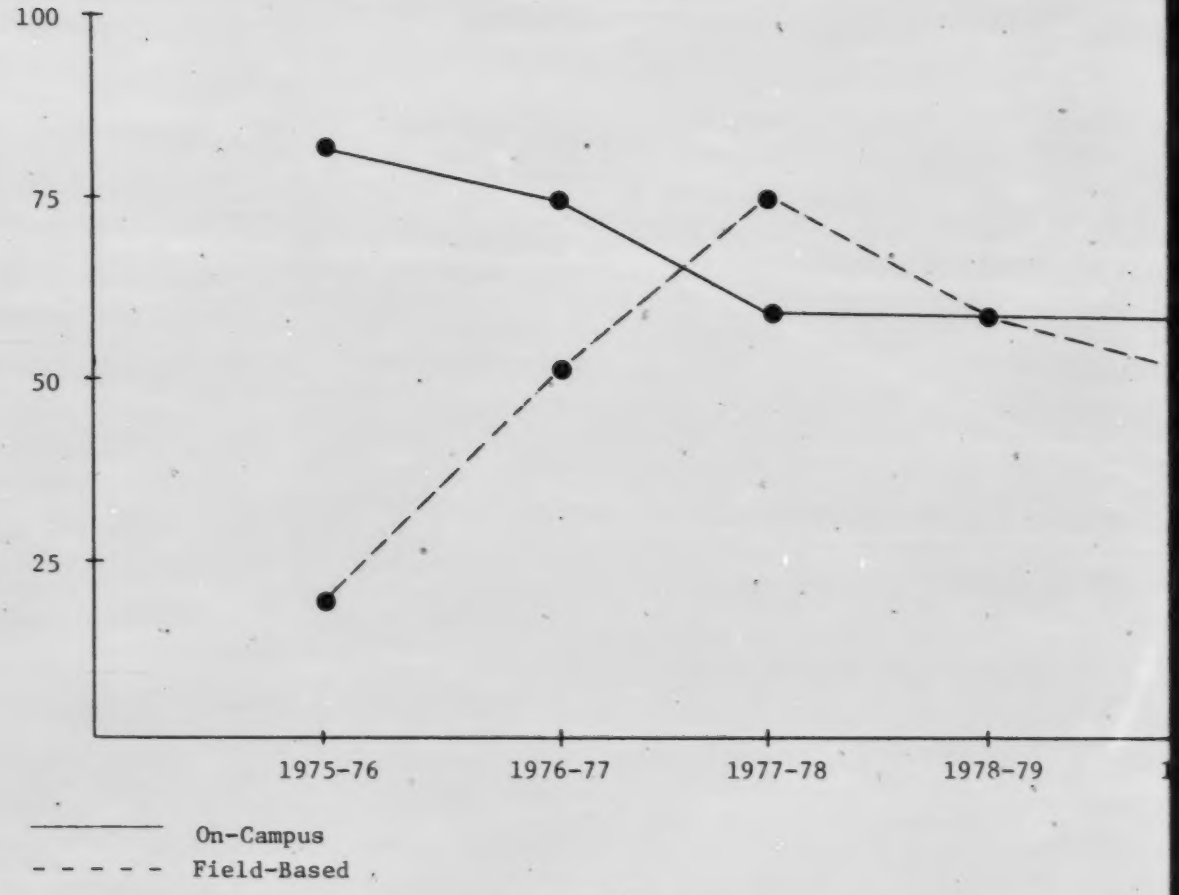
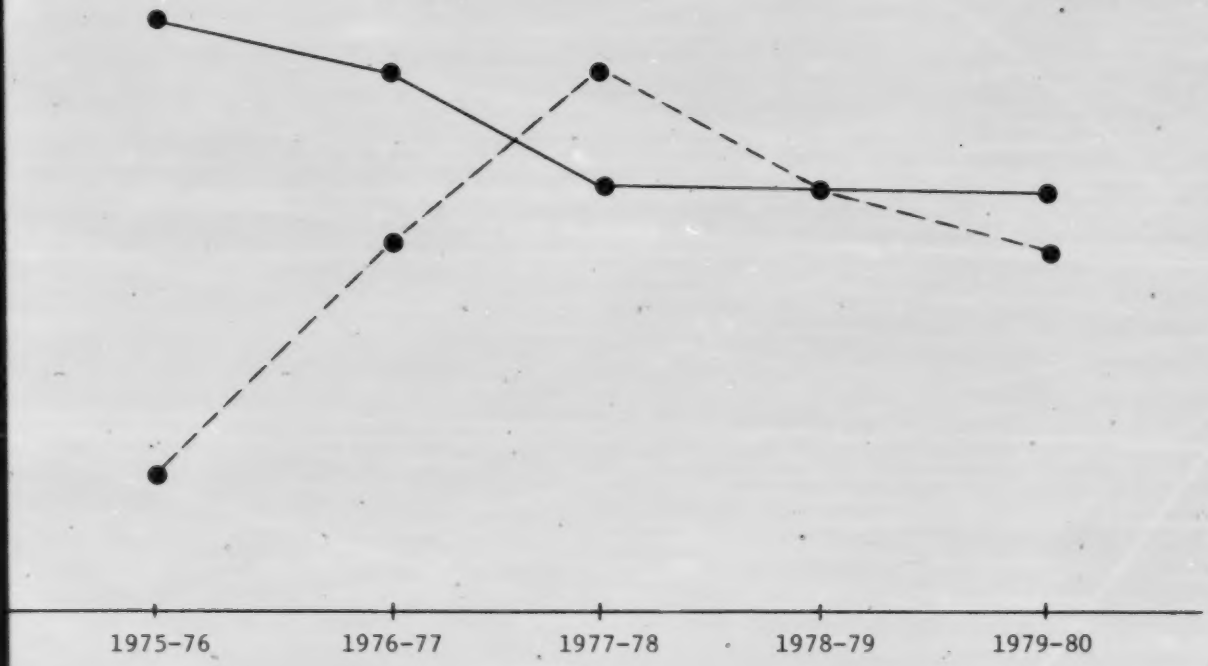


FIGURE 1. UNC MANPOWER EDUCATION EMPHASES:

FIELD-BASED AND ON-CAMPUS, 1975-80



In order to make such a network available each University would require (1) the necessary resources to recruit and maintain a field-based education "agent" of faculty quality as well as (2) sufficient training funds to provide the training activities. Such a program would neither prevent nor discourage individual contracting for training between regional-local structures and Universities. Instead, it would help assure that all contract opportunities and training needs would become known to all Universities. Multiple University responses to training needs would also become possible as well as a more effective capacity to assist the state agency's technical assistance centers with their task.

In order to implement the proposed field-based education program, at least two existing policies need to be modified -

1. The teacher-student ratio method of determining state funded faculty positions should be expanded for special education and school psychology training programs to off-campus educational activity at least through 1977 or 1978. Using a formula on the order of one faculty position to each 45 trainees, the training programs would then be able to develop staff resources commensurate with the level and quality of their training services to the field. This would reduce the need to contract for special training services at each instance of need.
2. The current method of certifying special class teachers and school psychologists is extremely ambiguous and fragmented. A special commission should develop a single set of criteria which each University would agree to use in certifying personnel for positions in this area. Such a commission should represent the involved Universities, both public and private, and state and local educational agency officials. A 90 day period of deliberations would seem ample time for

such a commission to provide the criteria, given adequate staff support and release time for involved faculty and administrative personnel. Such a report should be evaluated by the Consortium and forwarded to the University administration and State Department with appropriate recommendations.

2. Basic Resource Development -

a. There are currently six active training programs in the University. They are Appalachian State University, East Carolina University, North Carolina Central University, Western Carolina University, N. C. State University at Raleigh and UNC at Chapel Hill. Only one, UNC at Chapel Hill, has a doctoral training program. All six have graduate programs. Appalachian State University and East Carolina University currently have the most substantial undergraduate training activity.

These six programs are operating with increasingly limited resources, increasingly tenuous federal funding patterns, a lack of adequate staff to meet the rapidly expanding needs in categorical areas where they are now operating (principally mental retardation, emotional disturbance, and learning disabilities for school-aged children), and limited ability to expand into categorical areas where they could effectively work almost immediately if resources were available (emotional disturbance, severely handicapped, adult services, physically handicapped, early childhood, gifted, parent training and mainstream education in the general teacher education programs). Outreach training activities are cumbersome, haphazard, exceedingly difficult to plan and often result in unknown effectiveness.

An immediate improvement in actual and potential training activity would result from building on and expanding these basic strengths in the University in areas where the age level, category, severity level and manpower needs are clearly demonstrated through the surveys developed by CPC and state agencies. Table 6 gives detailed results of a needs assessment survey of the active University programs.

Greater emphasis should be given to the categories of emotional disturbance, learning disabilities, gifted, and physically handicapped, to

the early childhood and young adult services levels, and to the moderately and severely affected child especially in rural and high density inner-city areas where specialized teacher training is required.

Table 6 provides a summary of projected faculty needs by level of experience and category area for the active training programs. It indicates that 41 new faculty persons are needed over the next two years.

b. Four UNC components, UNC at Greensboro, UNC at Charlotte, UNC at Wilmington and Winston-Salem State University are developing rapidly toward more expanded and effective training activities at pre-service and in-service training levels.

These institutions should be reinforced immediately so that a group of ten active University programs would be available by 1977 to serve the state, regional, and local programs and services anticipated by the state agency and recommended by the consumer and legislative groups.

In order to do this, development grants should be made available to these four units to enable them to engage new staff, plan, participate in field-based education, strengthen in-service programs, and develop needed new program areas.

c. Six UNC System units have potential for program development in areas of future needs. These are Elizabeth City University, UNC at Asheville, N.C. A & T University, Pembroke State University, The N. C. School of the Arts, and Fayetteville State University.

Planning grants should be provided for those interested to enable them, during 1975-76, working with CPC and other sources of consultation and technical assistance, to evaluate not only whether they should participate, but how and in what areas.

TABLE 6. UNC-CPC PROJECTIONS FOR NEW FACULTY NEEDS BY AREA

1975-76

		Faculty																								
		MR			ED			HI			SP			VI			C/HI			LD			G/T			Aut			Multi			Non-c		
Universities		S[a]	M	J	S	M	J	S	M	J	S	M	J	S	M	J	S	M	J	S	M	J	S	M	J	S	M	J	S	M	J	S	M	J
ASU	5		1			1																	1								1	1
ECU	5			3																	1		1									
UNC-CH	3					1														1											1	
NCCU	3	.5		1	.5															1												
NCSU	4	1							1					1																		
WCU	2		1		1																											
Total	22																															

1976-77

		Faculty																								
		MR			ED			HI			SP			VI			C/HI			LD			G/T			Aut			Multi			Non-c		
Universities		S	M	J	S	M	J	S	M	J	S	M	J	S	M	J	S	M	J	S	M	J	S	M	J	S	M	J	S	M	J	S	M	J
ASU	3	1		1																												1
ECU	4			3																	1											
UNC-CH	5		1	1																			.5								1	1.5
NCCU	0																															
NCSU	4		1																	1			1					1				
WCU	2																			1			1									
Total	18																															

1975-77

		Faculty																								
		MR			ED			HI			SP			VI			C/HI			LD			G/T			Aut			Multi			Non-c		
Universities		S	M	J	S	M	J	S	M	J	S	M	J	S	M	J	S	M	J	S	M	J	S	M	J	S	M	J	S	M	J	S	M	J
ASU	8	1	1	1	1																		1								1	2
ECU	9			6																	2		1									
UNC-CH	8		1	1	1															1			.5								2	1.5
NCCU	3	.5		1	.5															1												
NCSU	8	1	1			1			1					1						1			1					1				
WCU	4		1		1															1			1									
Total	40																															

Summary

	Faculty										
	MR	ED	HI	SP	VI	C/HI	LD	G/T	Aut	Multi	Non-c
1975-76	7.5	4.5	1.0	0.0	1.0	0.0	3.0	2.0	0.0	0.0	3.0
1976-77	8.0	0.0	0.0	0.0	0.0	0.0	3.0	2.5	0.0	1.0	3.5
1975-77	15.5	4.5	1.0	0.0	1.0	0.0	6.0	4.5	0.0	1.0	6.5

[a]S=Senior; M=Middle; J=Junior.

N.B.: The largest number of new faculty positions requested is in MR even though pre-service activity is now highest in this area. The reason for this is that the greatest in-service training need is in this area and the areas most needed for "regular" teacher training are MR and LD.

Figure 2 depicts the distribution of the 16 UNC units and the six private institutions of higher education with special education programs.

While it is important to prevent a proliferation of training programs which are identical, it should be part of the University's program development planning to place similar programs (for example, speech impaired, mentally retarded, severely handicapped, etc.) strategically around the state.

This dispersion of similar training resources provides more accessible, lower cost education for personnel in the region for both pre- and in-service education. In addition, special regional needs that need to be taken into account in the training of personnel can be accommodated. The principal reason for program similarity should be evident in each case and not the product of competition or program "collecting" behaviors.

Special emphasis would be placed, in the utilization of these basic, developmental, and planning resources, on the following areas -

1. Provision of training to all students in teacher education programs in how to work with children with special needs (mainstreaming education).
2. Development of training programs for personnel to work with severely handicapped persons in community and residential settings.
3. Expansion of programs to provide more emphasis on early childhood, adult services, physically handicapped, emotionally disturbed, gifted, deaf and blind areas.
4. Provision of more scholarship funds to acquire more and better students in pre-service programs and to allow participation of more in-service personnel.*

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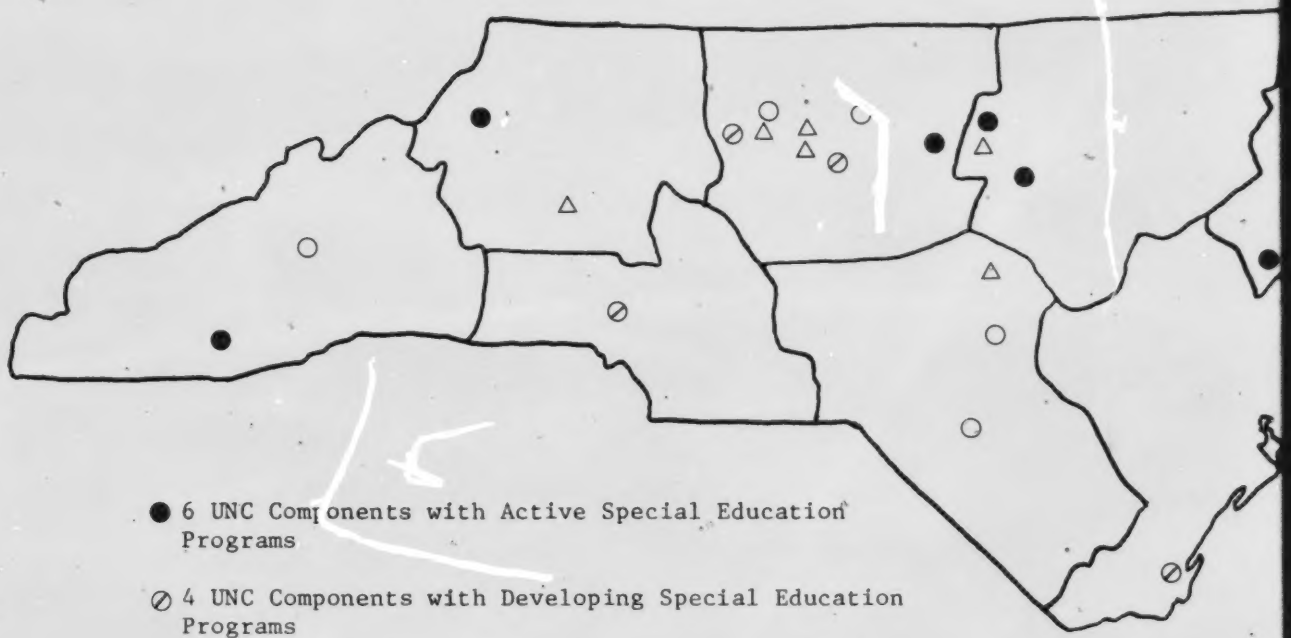
*If scholarship funds are to be mostly or entirely distributed by the state directly to students, then assurances should be provided so that the training organizations directly involved, at the lowest level, in fact, receive the scholarship funds to pay for faculty services.

FIGURE 2. LOCATIONS OF NORTH CAROLINA UNIVERSITIES/COLLEGES WITH SPECIAL EDUC



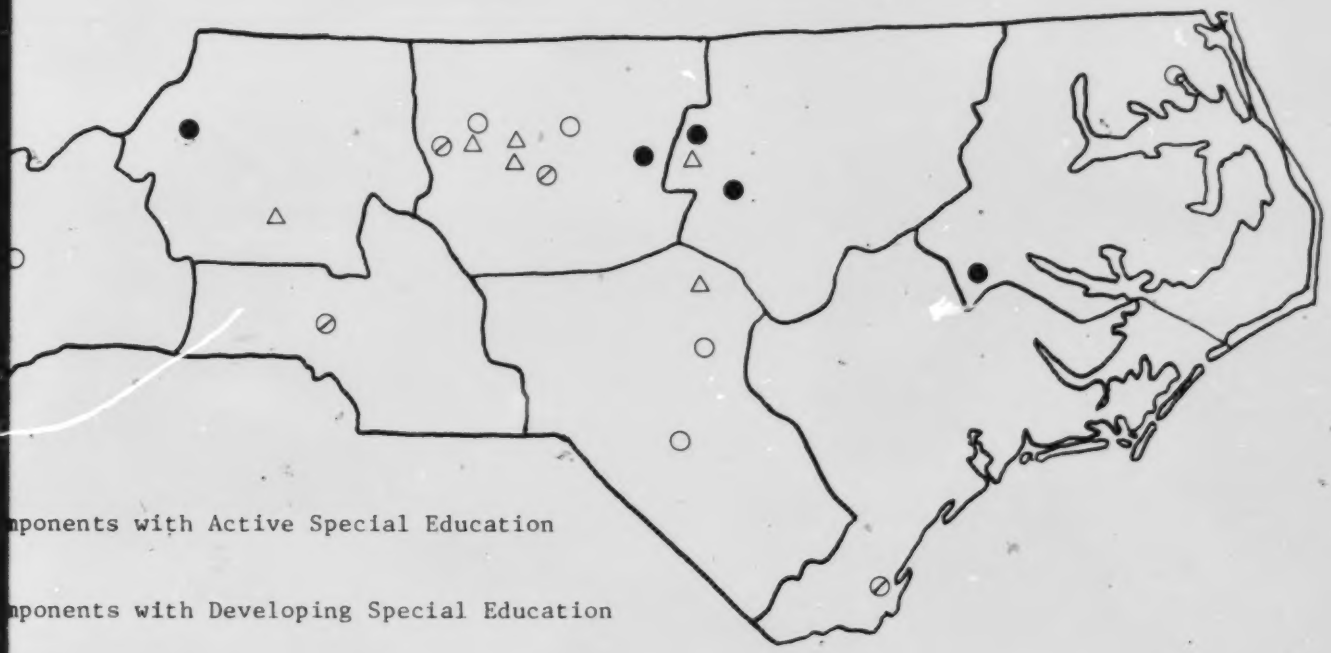
● 6 UNC Components with Active Special Education Programs

⊘ 4 UNC Components with Developing Special Education Programs

○ 6 UNC Components with Emerging Special Education Programs

△ 6 Private Universities/Colleges with Special Education Programs

LOCATIONS OF NORTH CAROLINA UNIVERSITIES/COLLEGES WITH SPECIAL EDUCATION PROGRAMS



mponents with Active Special Education

mponents with Developing Special Education

mponents with Emerging Special Education

e Universities/Colleges with Special Education

5. Leadership training to improve the planning, evaluation and communications skills of administrative personnel.
6. Improvement of University faculty teaching skills and development of new approaches to training personnel for public schools and other community settings where children with special needs are served.
7. A shift to greater emphasis on non-categorical training and the training of personnel for other roles in the schools rather than primarily emphasizing the self-contained classroom teacher.
8. Review and modification or development of University policies and procedures for providing improved educational and training activities for professional personnel to serve exceptional children.

Projected Outputs

Given the University staff and resources needed, the following table indicates the approximate number of persons, by area, who could be trained over the periods indicated. These product projects are compared in Table 7, with needs data presented by the Legislative Study Commission.

Table 8 presents data comparing current University production capacity with a new capacity if proposed resources are provided. Current projections are for 403 in 1975-76 and 401 in 1976-77. These would increase to 680 special educators in 1975-76 and 919 in 1976-77.

Similarly, increased basic staff plus the Field-Based Education Program could be expected to provide staff development training to uncertified and certified special educators and regular classroom teachers as indicated in Table 9.

TABLE 7. UNC-CPC PRODUCT PROJECTIONS BY AREA

1975-76

Categories

Universities	MR U[a]	MR G	ED U	ED G	HI U	HI G	SP U	SP G	VI U	VI G	C/HI U	C/HI G	LD U	LD G	G/T U	G/T G	Aut U	Aut G	Multi U	Multi G	Non-c U	Non-c G
ASU (5)	15		15												11	3					23	5
ECU (5)	24	15											10		10							
UNC-CH (3)				10									10									5
NCCU (3)	19	3	4	3									8	5								
NCSU (4)		10		10	10				10													
WCU (2)	15		12	2																		
Total (22)	73	28	31	25	10				10				8	25	11	13					23	10

TOTALS = U=146
G=121

1976-77

Categories

Universities	MR U	MR G	ED U	ED G	HI U	HI G	SP U	SP G	VI U	VI G	C/HI U	C/HI G	LD U	LD G	G/T U	G/T G	Aut U	Aut G	Multi U	Multi C	Non-c U	Non-c G
ASU (5+3)	30	10	15												11	3					38	5
ECU (5+4)	48	30											20		10							
UNC-CH (3+5)	15	10		10									10		5							20
NCCU (3+0)	19	3	4	3									8	5								
NCSU (4+4)		20		10	10				10				10		10				10			
WCU (2+2)	15		12	2									10		10							
Total (22+18)	127	73	31	25	10				10				8	55	11	38			10		38	25

U=215
G=246

1975-77

Categories

Universities	MR U	MR G	ED U	ED G	HI U	HI G	SP U	SP G	VI U	VI G	C/HI U	C/HI G	LD U	LD G	G/T U	G/T G	Aut U	Aut G	Multi U	Multi G	Non-c U	Non-c G
ASU (8)	45	10	30												22	6					61	10
ECU (9)	72	45											30		20							
UNC-CH (8)	15	10		20									20		5							25
NCCU (3)	38	6	8	6									16	10								
NCSU (8)		30		20	20				20				10		10				10			
WCU (4)	30		24	4									10		10							
Total (40)	200	101	62	50	20				20				16	80	22	51			10		61	35

U=361
G=367

Need Supplied

	MR	ED	HI	SP	VI	C/HI	LD	G/T	Aut	Multi	Non-c
UNC 1975-77	301	112	20	-	20	-	96	73	-	10	96
Needed *	512	179	196	-	64	22	266	330	-	-	-
Still Lacking	211	67	176	-	44	22	170	257	-	-	-

Ratios: B: 1 FTE/15
M: 1 FTE/10
D: 1 FTE/5
( ) = Faculty

[a]U=undergraduate; G=graduat..

*data based on report of Gudger Commission to General Assembly Feb. 1, 1975 (p. 7).

TABLE 8. CURRENT AND PROPOSED STUDENT TEACHER PRODUCTS

	Current				Proposed			
	FAC	U	G	TOT	U	G	TOT	FAC
1972-73	-	121	84	205	-	-	-	-
1973-74	-	165	159	324	-	-	-	-
1974-75	45	208	167	375	-	-	-	-
1975-76	45	239	164	403	385	295	680	67
1976-77	45	240	161	401	486	433	919	85

TABLE 9. FIELD-BASED TRAINING OUTPUT PROJECTIONS

	1975-76	1976-77	1975
Uncertified in Any Area of Exceptionality[a]	0[d]	270	27
Certified in Some Area of Exceptionality[b]	270	270	54
Regular Classroom Teachers[c]	270	270	54

[a]Those educators currently working in special education on provisional certi
minimum certification standards within a specified period of time; could take fro

[b]Those educators possessing certification in an area other than the one in w
employed or seeking certificate renewal; depending upon individual deficiencies c

[c]Those educators seeking to upgrade skills in an effort to respond to the "m
or seeking certificate renewal; normally done in 1 year

[d]Estimates are based on 2 FTE at each of the six active institutions and 1.5
developing institutions. The product ratio is 1 FTE/45.

TABLE 9. FIELD-BASED TRAINING OUTPUT PROJECTIONS

	1975-76	1976-77	1975-77
Any ionality[a]	0[d]	270	270
ome ionality[b]	270	270	540
oom	270	270	540

ucators currently working in special education on provisional certificates who must meet ication standards within a specified period of time; could take from 2-5 years

ucators possessing certification in an area other than the one in which they are currently eking certificate renewal; depending upon individual deficiencies could take from 1-3 years

ucators seeking to upgrade skills in an effort to respond to the "mainstreaming" movement tificate renewal; normally done in 1 year

s are based on 2 FTE at each of the six active institutions and 1.5 FTE at each of the four titutions. The product ratio is 1 FTE/45.

3. Coordination and Planning

One of the major problems and weaknesses of the past has been the lack of a mechanism to provide coordination among programs within the University and between the University and the service delivery systems in the state (state agencies, regional structures, local school systems and other settings where services are being provided for children with special needs).

The Cooperative Planning Consortium has already demonstrated that it could be a valuable arrangement for this coordination function. The CPC should be expanded to include membership from other Universities as well as representation from other relevant organizations, and continued at its current level of organizational attachment at least for the period July 1, 1975 - June 30, 1977. (See Figure 3.)

CPC functions should include -

1. Continued coordination and communication between active, developing and planning University programs.

   The probability of non-productive duplication is greater without inter-University planning than it is with some clearly designated mechanism to guide new and expanded program development in this area. While it is not necessarily duplicative to have two or three similar training programs going at once, the distribution of the programs from the standpoint of geography, demography, and age emphasis should be carefully monitored. It is entirely possible in a few short years to move to a condition of over supply of personnel in some category areas or other dimension without a "throttle" to guide production. The Consortium could help create and manage such a "throttle".

FIGURE 3. ORGANIZATIONAL ARRANGEMENT AND PLACEMENT OF CPC

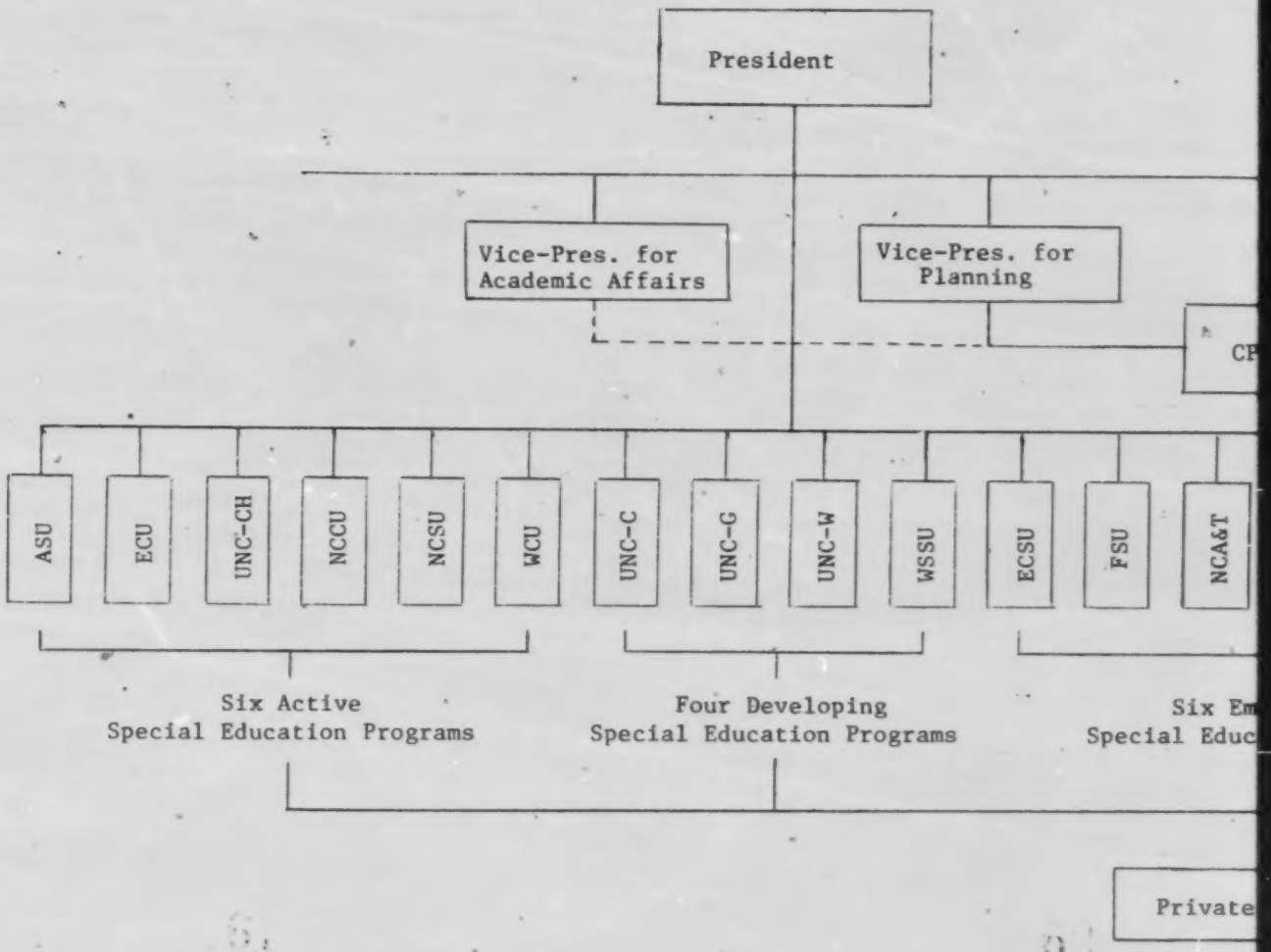
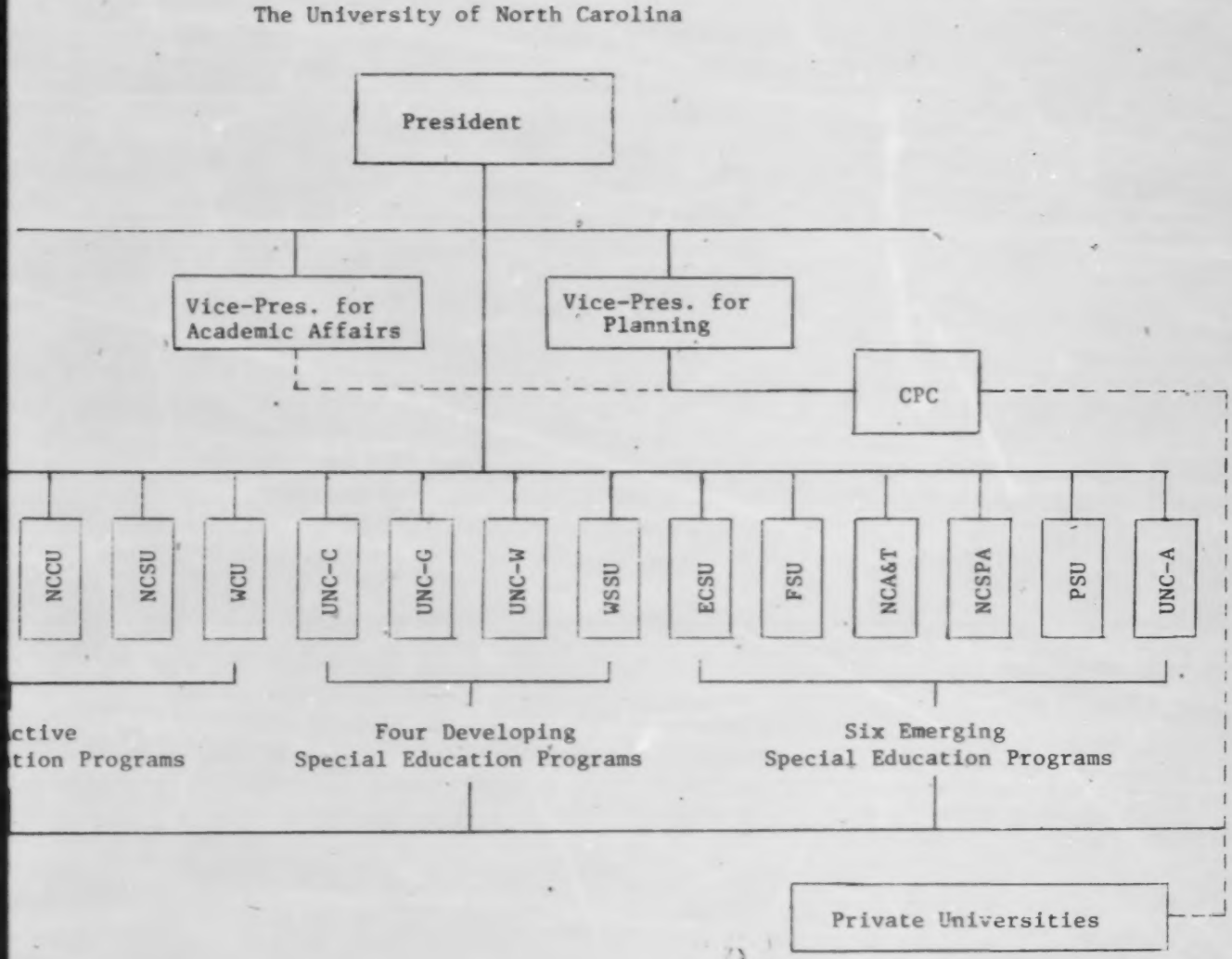


FIGURE 3. ORGANIZATIONAL ARRANGEMENT AND PLACEMENT OF CPC



2. Liaison between the University and the state-regional-local structures with which coordination must be maintained. There is no effective way for the needs-resources match required between service and training programs to be maintained without close liaison between the University and State education agencies. The continuance of an expanded, well staffed Consortium is required to insure this activity.

3. The development, management and coordination of a field-based education system that would assure timely and high quality continuing education, training, staff development and technical assistance from University resources to state, regional and local educational service programs and personnel. This has been covered further in previous sections of this report.

4. The development and conduct of planning and evaluation activities as might be required to initiate or improve training programs. Planning is the essence of good program development. It is the necessary forerunner of effective program evaluation. It is the best assurance of cost-beneficial training and service activity. Without the capacity to plan, evaluate and modify programs, there is little hope of keeping pace with changing needs. As a result, a planning component is recommended for the general strategy proposed here and strongly urged as a fully funded element.

5. The development and execution of special studies, in concert with the State Department of Public Education, consumer organizations, and regional-local educational leadership, that would be directed toward the development of new or improved training, service, demonstration or technical assistance activities. The ability to trouble shoot a program through systematic special studies provides the opportunity to

ask specific questions of a program as it grows and develops. It also adds new knowledge to the field and makes innovative programming an integral part of the continuing training effort.

Consequently, a capacity to develop and engage in special studies related to training and the education of children with special needs is recommended as part of the overall scheme to improve pre-service and outreach training programs in the University.

It is recommended that the planning and special studies components of the general strategy be implemented through the University educational research and development organization, the Frank Porter Graham Child Development Center, at the University of North Carolina at Chapel Hill.

Summary

A Cooperative Planning Consortium of Special Education Training Programs was appointed in September 1974 by University of North Carolina President William C. Friday.

The purpose of the Consortium was to review University training resources in light of increasing personnel needs growing from expanding service programs at the community level for children with special needs.

The review resulted in a set of recommendations designed to improve the current situation. The recommendations included augmentation of existing training resources in the University to meet current and projected personnel needs and to design new ways of meeting such needs in the future. In addition, a field-based education system was proposed to assist the public schools and other service agencies with the task of continually upgrading and certifying personnel (Table 10).

It was recommended, further, that the Cooperative Planning Consortium be continued as a coordinating, planning, evaluation and special studies mechanism to assure that the training activities of the University in this area were rationalized and interrelated with activities of other agencies and organizations in the state as well as within the University itself.

TABLE 10. SUMMARY OF CURRENT AND PROPOSED FACULTY POSITIONS IN SPECIAL EDUCATION, SCHOOL PSYCHOLOGY, AND SPEECH AND HEARING SCIENCES TRAINING PROGRAMS IN THE UNIVERSITY OF NORTH CAROLINA

Area	Current	Additional Proposed	
	1974-75	1975-76	1976-77
Special Education	*58.50*[a]	*22.00*	*18.00*
Speech and Hearing Sciences	*27.15*	*11.00*	*5.00*
School Psychology	*11.84*	*12.00*	*3.00*

[a]All figures are FTEs.

Respectfully submitted,

Ben Brooks, Ed.D., Appalachian State University, Vice Chairman

John Chase, Ph.D., UNC-Charlotte

Roy Cox, Ed.D., Western Carolina University

Octavia Knight, Ph.D., N. C. Central University

LuVern Kunze, Ph.D., Duke University

Kathleen McCutchen, M.A., N. C. State University

Walter Pryzwansky, Ph.D., UNC-Chapel Hill

Gilbert Ragland, Ed.D., UNC-Chapel Hill

David Reilly, Ph.D., UNC-Greensboro

John Richards, Ed.D., East Carolina University

Donald Stedman, Ph.D., UNC-Chapel Hill, Chairman

Kathy Wickliffe, N. C. Student CEC President

January 31, 1975

APPENDIXES

APPENDIX A.

RESULTS OF SURVEY OF EXCEPTIONAL CHILDREN IN NORTH CAROLINA

At the date of filing of this report, the survey results were incomplete and unofficial. The complete, official results will be inserted into this report as soon as they are available.

January 29, 1975

At the date of the second printing of this report, the survey results were still unavailable.

March 13, 1975

APPENDIX B.

RESOURCE ASSESSMENT DATA:

UNC COMPONENTS WITH ACTIVE SPECIAL EDUCATION PROGRAMS

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit ASU

FACULTY*

Sex	
M	23
F	8
Race	
WH	30
BL	-
CC	1
Oth	-
Age	
20-35	NA
36-50	NA
51-65	NA
Degree	
M	12
D	18
Rank	
Adjunct	6
Lect	9
Assist	11
Assoc	3
Prof	2
Area	
MI	4
SP	5
VI	-
C/HI	3
ED	8
MR	15
LD	7
G/T	1
Autis	6
Thr rec	-
Non-c	23

Assignment	
Teach	
U	10.50
G	4.00
Res	
U	-
G	-
Admin	
U	.75
G	.50
Dir ser	9.75
Other	1.75
Total FTE	27.25
Advisees	-
Support	
St	14.75
Fed	10.25
Pvt	-
Direct Services	
Consult	50
Train	218
Eval	145
Assess	95
Info	yes
Faculty Grants	
#	-
$	-
Staff	4

*Includes 5 speech & hearing faculty.

PROGRAM

Program Scope	
MI	yes
SP	yes
VI	-
C/HI	-
ED	yes
MR	yes
LD	yes
G/T	-
Non-c	-
Program Support	
Basic	
St $	283,581
Fed $	90,000
Grant/contract	
St $	336,506
Fed $	-
Stipends	
St $	32,000
Fed $	28,220
Facilities	
Office	Inad
Class/clinic	Inad
Practicum	Ad
Courses	
On-campus	
Acad yr--U	31.50
Acad yr--G	19.50
Sum ses--U	64.00
Sum ses--G	33.00
Off-campus	
Acad yr--U	18.75
Acad yr--G	3.75
Sum ses--U	1.50
Sum ses--G	2.25
Special inst	.75
Certification	NA

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	33	18
1973-74	///	///	54	52
1974-75	70	55	///	///
1975-76	85	80	///	///
1976-77	100	85	///	///
Sex				
M	NA	NA	8	14
F	NA	NA	79	56
Race				
WH	NA	NA	87	67
BL	NA	NA	-	3
ID	NA	NA	-	1
CC	NA	NA	-	-
Oth	NA	NA	-	-
Area				
VI	NA	NA	-	-
C/HI	NA	NA	-	-
ED	NA	NA	4	4
MR	NA	NA	83	55
LD	NA	NA	-	11
Pre-service				
PT	-	176	-	38
FT	355	180	87	32
Support				
St				
#	NA	NA	-	1
$	NA	NA	-	1,500
Fed				
#	NA	NA	32	10
$	NA	NA	19,487	6,188

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

PROGRAM

	Program Scope	
	HI	yes
10.50	SP	yes
4.00	VI	-
	C/HI	-
-	ED	yes
-	MR	yes
	LD	yes
.75	G/T	-
.50	Non-c	-
9.75		
1.75	**Program Support**	
27.25	Basic	
-	St $	283,681
	Fed $	90,000
	Grant/contract	
14.75	St $	136,506
18.25	Fed $	-
-	Stipends	
	St $	22,000
	Fed $	28,220
.50		
916	**Facilities**	
145	Office	Jnad
95	Class/clinic	Jnad
yes	Practicum	Ad
	Courses	
-	On-campus	
-	Acad yr--U	31.50
	Acad yr--G	19.50
4	Sum ses--U	54.00
	Sum ses--G	33.00
	Off-campus	
	Acad yr--U	18.75
	Acad yr--G	3.75
	Sum ses--U	1.50
	Sum ses--G	2.25
	Special inst	.75
	Certification	NA

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	33	18
1973-74	///	///	54	52
1974-75	70	55	///	///
1975-76	85	60	///	///
1976-77	100	65	///	///
Sex				
M	NA	NA	8	14
F	NA	NA	79	56
Race				
WH	NA	NA	87	67
BL	NA	NA	-	2
ID	NA	NA	-	1
CC	NA	NA	-	-
Oth	NA	NA	-	-
Area				
VI	NA	NA	-	-
C/HI	NA	NA	-	-
ED	NA	NA	4	4
MR	NA	NA	83	55
LD	NA	NA	-	11
Pre-service				
PT	-	175	-	38
FT	355	190	87	32
Support				
St				
#	NA	NA	-	1
$	NA	NA	-	1,500
Fed				
#	NA	NA	32	10
$	NA	NA	19,487	6,188

	Graduates U	Graduates G
Position		
Admin	-	1
Col/univ tch	-	3
Con/itin tch	2	3
Res rm tch	24	33
Spec cl tch	42	27
Speech path	-	-
Super	-	2
Voc ed	-	-
Phys ed	-	-
Reg ed	-	-
Cont ed	9	1
Unknown	10	-
Placement		
Clinic/hos	10	-
Com agency	1	-
Col/univ	9	5
Pub sch dis	54	59
Resi cen	3	2
Spec day sch	-	2
State agency	-	2
Unknown	10	-
Serving		
Preschool	-	-
Elementary	58	48
Secondary	11	13
Combined	-	4
Location		
Rural NC	38	23
Suburban NC	11	35
Urban NC	17	10
Other state	9	2
Unknown	14	-

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit ECU

FACULTY

Sex	
M	5
F	3
Race	
WH	8
BL	-
CC	-
Oth	-
Age	
20-35	3
36-50	4
51-65	1
Degree	
M	5
D	3
Rank	
Adjunct	-
Lect	2
Assist	4
Assoc	1
Prof	1
Area	
MI	-
SP	-
VI	-
C/HI	-
ED	-
MR	6
LD	4
G/T	1
Audio	-
Thr rec	-
Non-c	4

Assignment	
Teach	
U	3.83
G	2.00
Res	
U	-
G	-
Admin	
U	.08
G	.09
Dir ser	1.50
Other	-
Total FTE	7.50
Advisees	180
Support	
St	7
Fed	1
Pvt	-
Direct Services	
Consult	46
Train	160
Eval	68
Assess	30
Info	520
Faculty Grants	
#	-
$	-
Staff	1.5

PROGRAM

Program Scope	
HI	yes
SP	-
VI	-
C/HI	-
ED	-
MR	yes
LD	yes
G/T	-
Non-c	-
Program Support	
Basic	
St $	88,475
Fed $	17,800
Grant/contract	
St $	19,000
Fed $	-
Stipends	
St $	23,000
Fed $	10,200
Facilities	
Office	Ad
Class/clinic	Ad
Practicum	Ad
Courses	
On-campus	
Acad yr--U	31.50
Acad yr--G	18.75
Sum ses--U	15.00
Sum ses--G	13.50
Off-campus	
Acad yr--U	19.50
Acad yr--G	2.25
Sum ses--U	1.50
Sum ses--G	.75
Special inst	8.25
Certification	NA

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	50	15
1973-74	///	///	48	23
1974-75	73+	25	///	///
1975-76	77+	50	///	///
1976-77	72+	50	///	///
Sex				
M	NA	NA	5	7+
F	NA	NA	93	21+
Race				
WH	NA	NA	96	28+
BL	NA	NA	2	-
ID	NA	NA	-	-
CC	NA	NA	-	-
Oth	NA	NA	-	-
Area				
VI	-	-	-	-
C/HI	-	-	-	-
ED	-	-	-	-
MR	295	47	98	26
LD	-	78	-	12
Pre-service				
PT	100	80+	-	6
FT	295	20+	98	32
Support				
St				
#	-	11	-	5
$	-	23,000	-	11,000
Fed				
#	-	6	19	9
$	-	10,200	10,200	18,800+

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

	PROGRAM	
	Program Scope	
	HI	yes
3.83	SP	-
2.00	VI	-
	C/HI	-
-	ED	-
-	MR	yes
	LD	yes
.08	G/T	-
.09	Non-c	-
1.50		
-	Program Support	
7.50	Basic	
180	St $	88,475
	Fed $	17,800
	Grant/contract	
7	St $	19,000
1	Fed $	-
-	Stipends	
	St $	23,000
	Fed $	10,200
46		
160	Facilities	
68	Office	Ad
30	Class/clinic	Ad
520	Practicum	Ad
	Courses	
-	On-campus	
-	Acad yr--U	31.50
	Acad yr--G	18.75
1.5	Sum ses--U	15.00
	Sum ses--G	13.50
	Off-campus	
	Acad yr--U	19.50
	Acad yr--G	3.25
	Sum ses--U	1.50
	Sum ses--G	.75
	Special inst	8.25
	Certification	NA

	STUDENTS			
	Enrollees		Graduates	
	U	G	U	G
Total				
1972-73	///	///	50	15
1973-74	///	///	48	23
1974-75	73+	25	///	///
1975-76	77+	50	///	///
1976-77	72+	50	///	///
Sex				
M	NA	NA	5	7+
F	NA	NA	93	21+
Race				
WH	NA	NA	96	28+
BL	NA	NA	2	-
ID	NA	NA	-	-
CC	NA	NA	-	-
Oth	NA	NA	-	-
Area				
VI	-	-	-	-
C/HI	-	-	-	-
ED	-	-	-	-
MR	295	47	98	26
LD	-	78	-	12
Pre-service				
PT	100	80+	-	6
FT	295	20+	98	32
Support				
St				
#	-	11	-	5
$	-	23,000	-	11,000
Fed				
#	-	5	19	9
$	-	10,200	10,200	16,800+

	Graduates	
	U	G
Position		
Admin	.5	-
Col/univ tch	-	1
Con/itin tch	1.0	3
Res rm tch	75.0	15
Spec cl tch	21.5	9
Speech path	-	-
Super	-	-
Voc ed	-	-
Phys ed	-	-
Reg ed	-	-
Cont ed	-	-
Unknown	-	10
Placement		
Clinic/hos	-	-
Com agency	4	-
Col/univ	-	4
Pub sch dis	89	21
Resi cen	5	1
Spec day sch	-	1
State agency	-	1
Unknown	-	10
Serving		
Preschool	4	-
Elementary	39+	7+
Secondary	4+	3+
Combined	7	7
Location		
Rural NC	27	9
Suburban NC	20	4
Urban NC	39	11
Other state	11	4
Unknown	1	10

Unit UNC-CH

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

FACULTY

Sex	
M	10
F	7
Race	
WH	17
BL	-
CC	-
Oth	-
Age	
20-35	2
36-50	15
51-65	-
Degree	
M	3
D	14
Rank	
Adjunct	-
Lect	3
Assist	6
Assoc	6
Prof	2
Area	
HI	-
SP	2
VI	-
C/HI	-
ED	3
MR	8
LD	3
G/T	1
Autis	-
Thr rec	-
Non-c	5

Assignment	
Teach	
U	3.25
G	5.65
Res	
U	-
G	.50
Admin	
U	-
G	.50
Dir ser	.25
Other	.25
Total FTE	10.40
Advisees	89
Support	
St	5.25
Fed	11.50
Pvt	.25
Direct Services	
Consult	-
Train	120
Eval	-
Assess	-
Info	yes
Faculty Grants	
#	1
$	690
Staff	3.5

PROGRAM

Program Scope	
HI	yes
SP	yes
VI	-
C/HI	-
ED	yes
MR	yes
LD	yes
G/T	-
Non-c	yes
Program Support	
Basic	
St $	38,370
Fed $	197,000
Grant/contract	
St $	57,500
Fed $	13,000
Stipends	
St $	66,450
Fed $	41,100
Facilities	
Office	Inad
Class/clinic	Ad
Practicum	Ad
Courses	
On-campus	
Acad yr--U	7
Acad yr--G	17
Sum ses--U	8
Sum ses--G	4
Off-campus	
Acad yr--U	-
Acad yr--G	-
Sum ses--U	-
Sum ses--G	-
Special inst	3
Certification	HA

STUDENT

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	17	30
1973-74	///	///	19	46
1974-75	22	47[c]	///	///
1975-76	28	16	///	///
1976-77	-	6	///	///
Sex				
M	5	24	4	15
F	45	55	32	62
Race				
WH	48	73	33	71
BL	4	4	3	6
ID	-	-	-	1
CC	-	1	-	-
Oth	-	1	-	-
Area				
VI	-	-	-	-
C/HI	-	-	-	-
ED	-	22	-	30
MR	50	43[d]	36	51
LD	-	14	-	5
Pre-service				
PT	-	14	-	1
FT	50	55	36	75
Support				
St				
#	-	24	-	34
$	-	46,500	-	78,650
Fed				
#	2	20	6	34
$	800	45,300	1,200	53,700

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

	PROGRAM	
	Program Scope	
	HI	yes
3.25	SP	yes
5.65	VI	-
	C/HI	-
-	ED	yes
.50	MR	yes
	LD	yes
-	G/T	-
.50	Non-c	yes
.25		
.25	**Program Support**	
10.40	Basic	
89	St $	38,370
	Fed $	197,000
	Grant/contract	
5.25	St $	57,800
11.50	Fed $	13,000
.25	Stipends	
	St $	68,450
	Fed $	41,100
-		
120	**Facilities**	
-	Office	Inad
-	Class/clinic	Ad
yes	Practicum	Ad
	Courses	
1	On-campus	
690	Acad yr--U	7
	Acad yr--G	17
3.5	Sum ses--U	8
	Sum ses--G	4
	Off-campus	
	Acad yr--U	-
	Acad yr--G	-
	Sum ses--U	-
	Sum ses--G	-
	Special inst	2
	Certification	BA

	STUDENTS			
	Enrollees		Graduates	
	U	G	U	G
Total				
1972-73	///	///	17	30[a]
1973-74	///	///	19	46[b]
1974-75	22	47[c]	///	///
1975-76	28	16	///	///
1976-77	-	6	///	///
Sex				
M	5	24	4	15
F	45	55	33	61
Race				
WH	46	73	33	71
BL	4	4	3	4
ID	-	-	-	1
CC	-	1	-	-
Oth	-	1	-	-
Area				
VI	-	-	-	-
C/HI	-	-	-	-
ED	-	22	-	20
MR	50	43[d]	36	51
LD	-	14	-	5
Pre-service				
PT	-	14	-	1
FT	50	55	36	75
Support				
St				
#	-	24	-	34
$	-	46,500	-	78,650
Fed				
#	3	20	6	34
$	800	45,300	1,200	53,700

	Graduates	
	U	G
Position		
Admin	-	1.0
Col/univ tch	-	3.0
Con/itin tch	-	8.0
Res rm tch	18.5	32.5
Spec cl tch	15.0	20.5
Speech path	-	-
Super	.5	5.0
Voc ed	1.0	1.0
Phys ed	-	-
Reg ed	-	-
Cont ed	-	-
Unknown	1.0	5
Placement		
Clinic/hos	-	6
Com agency	-	2
Col/univ	-	5
Pub sch dis	29	45
Resi cen	3	1
Spec day sch	3	12
State agency	-	1
Unknown	1	4
Serving		
Preschool	-	21
Elementary	23	41
Secondary	9	5
Combined	4	9
Location		
Rural NC	13	5
Suburban NC	2	6
Urban NC	15	50
Other state	6	12
Unknown	-	3

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit NCCU

FACULTY

Sex	
M	1
F	4
Race	
WH	3
BL	2
CC	-
Oth	-
Age	
20-35	3
36-50	2
51-65	-
Degree	
M	1
D	4
Rank	
Adjunct	-
Lect	1
Assist	-
Assoc	2
Prof	2
Area	
MI	-
SP	-
VI	-
C/HI	-
ED	3
MR	4
LD	-
G/T	-
Autis	-
Thr rec	-
Non-c	-

Assignment	
Teach	
U	-
G	4.5
Res	
U	-
G	-
Admin	
U	-
G	.5
Dir ser	-
Other	-
Total FTE	5.0
Advisees	20
Support	
St	2
Fed	3
Pvt	-
Direct Services	
Consult	18
Train	66
Eval	-
Assess	1
Info	yes
Faculty Grants	
#	-
$	-
Staff	1

PROGRAM

Program Scope	
HI	yes
SP	yes
VI	-
C/HI	-
ED	yes
MR	yes
LD	-
G/T	-
Non-c	-
Program Support	
Basic	
St $	65,000
Fed $	59,000
Grant/contract	
St $	12,650
Fed $	-
Stipends	
St $	1,900
Fed $	30,600
Facilities	
Office	Ad
Class/clinic	Inad
Practicum	Inad
Courses	
On-campus	
Acad yr--U	4
Acad yr--G	9
Sum ses--U	1
Sum ses--G	7
Off-campus	
Acad yr--U	1
Acad yr--G	3
Sum ses--U	-
Sum ses--G	-
Special inst	1
Certification	NA

STU

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	4	
1973-74	///	///	15	
1974-75	-	28	///	///
1975-76	-	31	///	///
1976-77	-	40	///	///
Sex				
M	-	17	3	
F	-	82	16	
Race				
WH	-	8	2	
BL	-	91	17	
ID	-	-	-	
CC	-	-	-	
Oth	-	-	-	
Area				
VI	-	-	-	
C/HI	-	-	-	
ED	-	5	-	
MR	-	94	19	
LD	-	-	-	
Pre-service				
PT	-	74	8	
FT	-	25	11	
Support				
St				
#	-	-	-	
$	-	-	-	
Fed				
#	-	27	19	
$	-	27,467	12,644	37,

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

	PROGRAM		STUDENTS						
				Enrollees		Graduates			Graduates
	Program Scope			U	G	U	G		U	G
	HI	yes								
-	SP	yes	Total					Position		
4.5	VI	-	1972-73	///	///	4	9	Admin	-	1
	C/HI	-	1973-74	///	///	15	27	Col/univ tch	-	-
-	ED	yes	1974-75	-	28	///	///	Con/itin tch	-	6
-	MR	yes	1975-76	-	31	///	///	Res rm tch	1	3
	LD	-	1976-77	-	40	///	///	Spec cl tch	6	22
-	C/T	-						Speech path	-	-
.5	Non-c	-	Sex					Super	-	2
-			M	-	17	3	6	Voc ed	-	-
-	Program Support		F	-	82	16	30	Phys ed	-	1
5.0	Basic							Reg ed	2	-
29	St $	65,000	Race					Cont ed	9	1
	Fed $	59,000	WH	-	8	2	-	Unknown	1	-
	Grant/contract		BL	-	91	17	36			
2	St $	12,650	ID	-	-	-	-	Placement		
3	Fed $	-	CC	-	-	-	-	Clinic/hos	-	-
-	Stipends		Oth	-	-	-	-	Com agency	-	3
	St $	1,900						Col/univ	9	1
ces	Fed $	30,600	Area					Pub sch dis	9	30
18			VI	-	-	-	-	Resi ccn	-	-
66	Facilities		C/HI	-	-	-	-	Spec day sch	-	-
-	Office	Ad	ED	-	5	-	4	State agency	-	2
1	Class/clinic	Inad	MR	-	94	19	32	Unknown	1	-
yes	Practicum	Inad	LD	-	-	-	-			
								Serving		
ts	Courses		Pre-service					Preschool	-	2
-	On-campus		PT	-	74	8	18	Elementary	9	22
-	Acad yr--U	4	FT	-	25	11	18	Secondary	-	4
	Acad yr--G	9						Combined	-	7
1	Sum ses--U	1	Support							
	Sum ses--G	7	St					Location		
	Off-campus		#	-	-	-	-	Rural NC	1	-
	Acad yr--U	1	$	-	-	-	-	Suburban NC	1	11
	Acad yr--G	3	Fed					Urban NC	6	20
	Sum ses--U	-	#	-	27	19	35	Other state	1	4
	Sum ses--G	.	$	-	27,457	12,644	37,096	Unknown	10	1
	Special inst	1								
	Certification	NA								

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit NCSU

FACULTY

Sex	
M	2
F	3
Race	
WH	5
BL	-
CC	-
Oth	-
Age	
20-35	1
36-50	1
51-65	3
Degree	
M	3
D	2
Rank	
Adjunct	2
Lect	-
Assist	1
Assoc	1
Prof	1
Area	
HI	-
SP	-
VI	1
C/HI	-
ED	-
MR	3
LD	-
G/T	-
Autis	-
Thr rec	-
Non-c	1

Assignment	
Teach	
U	-
G	1.65
Res	
U	-
G	.10
Admin	
U	-
G	.20
Dir ser	.20
Other	-
Total FTE	3.15
Advisees	NA
Support	
St	6
Fed	-
Pvt	-
Direct Services	
Consult	10+
Train	-
Eval	55
Assess	55
Info	yes
Faculty Grants	
#	-
$	-
Staff	.11

PROGRAM

Program Scope	
HI	-
SP	-
VI	yes
C/HI	-
ED	-
MR	yes
LD	-
G/T	-
Non-c	-
Program Support	
Basic	
St $	-[a]
Fed $	-
Grant/contract	
St $	-
Fed $	-
Stipends	
St $	-
Fed $	-
Facilities	
Office	Ad
Class/clinic	Ad
Practicum	Ad
Courses	
On-campus	
Acad yr--U	-
Acad yr--G	9
Sum ses--U	-
Sum ses--G	10
Off-campus	
Acad yr--U	-
Acad yr--G	-
Sum ses--U	-
Sum ses--G	-
Special inst	1
Certification	NA

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	-	1
1973-74	///	///	-	1
1974-75	-	6	///	///
1975-76	-	7	///	///
1976-77	-	-	///	///
Sex				
M	-	-	-	1
F	-	13	-	1
Race				
WH	-	12	-	1
BL	-	1	-	-
ID	-	-	-	-
CC	-	-	-	-
Oth	-	-	-	1
Area				
VI	-	2	-	-
C/HI	-	-	-	-
ED	-	-	-	-
MR	-	11	-	2
LD	-	-	-	-
Pre-service				
PT	-	7	-	1
FT	-	6	-	1
Support				
St				
#	-	1	-	-
$	-	1,200	-	-
Fed				
#	-	-	-	-
$	-	-	-	-

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

	PROGRAM	
	Program Scope	
-	HI	-
1.65	SP	-
	VI	yes
-	C/HI	-
.10	ED	-
	MR	yes
-	LD	-
.20	G/T	-
.20	Non-c	-
-		
3.15	**Program Support**	
NA	Basic	
	St $	-0
5	Fed $	-
-	Grant/contract	
	St $	-
10+	Fed $	-
-	Stipends	
55	St $	-
55	Fed $	-
yes		
	Facilities	
-	Office	Ad
-	Class/clinic	Ad
.11	Practicum	Ad
	Courses	
-	On-campus	
-	Acad yr--U	-
	Acad yr--G	9
	Sum ses--U	-
	Sum ses--G	10
	Off-campus	
	Acad yr--U	-
	Acad yr--G	-
	Sum ses--U	-
	Sum ses--G	-
	Special inst	1
	Certification	NA

STUDENTS							
	Enrollees		Graduates			Graduates	
	U	G	U	G		U	G
Total					**Position**		
1972-73	///	///	-	1	Admin	-	1
1973-74	///	///	-	1	Col/univ tch	-	-
1974-75	-	6	///	///	Con/itin tch	-	-
1975-76	-	7	///	///	Res rm tch	-	-
1976-77	-	-	///	///	Spec cl tch	-	-
					Speech path	-	-
Sex					Super	-	-
M	-	-	-	1	Voc ed	-	-
F	-	13	-	1	Phys ed	-	-
					Reg ed	-	-
Race					Cont ed	-	-
WH	-	13	-	1	Unknown	-	1
BL	-	1	-	-			
ID	-	-	-	-	**Placement**		
CC	-	-	-	-	Clinic/hos	-	-
Oth	-	-	-	1	Com agency	-	1
					Col/univ	-	-
Area					Pub sch dis	-	-
VI	-	8	-	-	Resi cen	-	-
C/HI	-	-	-	-	Spec day sch	-	-
ED	-	-	-	-	State agency	-	-
MR	-	11	-	2	Unknown	-	1
LD	-	-	-	-			
					Serving		
Pre-service					Preschool	-	1
PT	-	7	-	1	Elementary	-	-
FT	-	6	-	1	Secondary	-	-
					Combined	-	-
Support							
St					**Location**		
#	-	1	-	-	Rural NC	-	-
$	-	1,200	-	-	Suburban NC	-	1
Fed					Urban NC	-	-
#	-	-	-	-	Other state	-	-
$	-	-	-	-	Unknown	-	1

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit WCU

FACULTY *

Sex		**Assignment**	
M	6	Teach	
F	7	U	6.85
		G	2.25
Race		Res	
WH	13	U	-
BL	-	G	.30
CC	-	Admin	
Oth	-	U	-
		G	.70
Age		Dir ser	3.10
20-35	3	Other	-
36-50	4	Total FTE	13.20
51-65	6	Advisees	50
Degree		**Support**	
M	5	St	13
D	8	Fed	-
		Pvt	-
Rank			
Adjunct	-	**Direct Services**	
Lect	2	Consult	255
Assist	8	Train	260
Assoc	1	Eval	-
Prof	2	Assess	200
		Info	200
Area			
HI	1	**Faculty Grants**	
SP	5	#	-
VI	1	$	-
C/HI	-		
ED	-	**Staff**	.70
MR	4		
LD	2		
G/T	1		
Autis	-		
Thr rec	1		
Non-c	1		

*Includes 6 speech & hearing faculty.

PROGRAM

Program Scope	
HI	-
SP	yes
VI	-
C/HI	-
ED	-
MR	yes
LD	yes
G/T	-
Non-c	-
Program Support	
Basic	
St $	220,000
Fed $	12,000
Grant/contract	
St $	41,170
Fed $	11,532
Stipends	
St $	-
Fed $	24,360
Facilities	
Office	Inad
Class/clinic	Ad
Practicum	Ad
Courses	
On-campus	
Acad yr--U	23.25
Acad yr--G	4.50
Sum ses--U	11.25
Sum ses--G	6.00
Off-campus	
Acad yr--U	6.00
Acad yr--G	2.25
Sum ses--U	1.50
Sum ses--G	.75
Special inst	8.25
Certification	200

STUDEN

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	17	11
1973-74	///	///	29	10
1974-75	43	6	///	///
1975-76	49	-	///	///
1976-77	-	-	///	///
Sex				
M	NA	NA	10	7
F	NA	NA	36	14
Race				
WH	NA	NA	44	21
BL	NA	NA	1	-
ID	NA	NA	1	-
CC	NA	NA	-	-
Oth	NA	NA	-	-
Area				
VI	-	-	-	-
C/HI	-	-	-	-
ED	-	-	-	-
MR	92	6	46	21
LD	-	-	-	-
Pre-service				
PT	-	-	1	6
FT	92	6	45	15
Support				
St				
#	-	-	1	-
$	-	-	800	-
Fed				
#	4	6	4	6
$	1,400	10,800	800+	5,400+

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

	PROGRAM	
	Program Scope	
	HI	-
6.85	SP	yes
2.25	VI	-
	C/HI	-
-	ED	-
.30	MR	yes
	LD	yes
-	G/T	-
.70	Non-c	-
3.10		
-	**Program Support**	
13.20	Basic	
50	St $	220,000
	Fed $	12,000
	Grant/contract	
13	St $	41,170
-	Fed $	11,632
-	Stipends	
	St $	-
	Fed $	24,360
255		
260	**Facilities**	
-	Office	Inad
200	Class/clinic	Ad
200	Practicum	Ad
	Courses	
-	On-campus	
-	Acad yr--U	23.25
	Acad yr--G	4.50
.70	Sum ses--U	11.25
	Sum ses--G	6.00
	Off-campus	
	Acad yr--U	6.00
	Acad yr--G	2.25
	Sum ses--U	1.50
	Sum ses--G	.75
	Special inst	8.25
faculty.	**Certification**	200

	STUDENTS							
	Enrollees		Graduates			Graduates	
	U	G	U	G		U	G
Total					Position		
1972-73	///	///	17	11	Admin	-	-
1973-74	///	///	29	10	Col/univ tch	-	-
1974-75	43	6	///	///	Con/itin tch	-	-
1975-76	49	-	///	///	Res rm tch	38	12
1976-77	-	-	///	///	Spec cl tch	2	6
					Speech path	-	-
Sex					Super	-	1
M	NA	NA	10	7	Voc ed	-	-
F	NA	NA	36	14	Phys ed	-	-
					Reg ed	-	-
Race					Cont ed	4	1
WH	NA	NA	44	21	Unknown	2	1
BL	NA	NA	1	-			
ID	NA	NA	1	-	Placement		
CC	NA	NA	-	-	Clinic/hos	-	-
Oth	NA	NA	-	-	Com agency	-	-
					Col/univ	3	1
Area					Pub sch dis	40	19
VI	-	-	-	-	Resi cen	-	-
C/HI	-	-	-	-	Spec day sch	-	-
ED	-	-	-	-	State agency	-	-
MR	92	6	46	21	Unknown	3	1
LD	-	-	-	-			
					Serving		
Pre-service					Preschool	-	-
PT	-	-	1	6	Elementary	36	14
FT	92	6	45	15	Secondary	3	4
					Combined	1	1
Support							
St					Location		
#	-	-	1	-	Rural NC	16	5
$	-	-	800	-	Suburban NC	13	7
Fed					Urban NC	6	4
#	4	6	4	6	Other state	4	3
$	1,400	10,800	800+	5,400+	Unknown	7	2

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit *UNC (Six active institutions)*

FACULTY*

Sex		**Assignment**	
M	47	Teach	
F	32	U	24.43
		G	20.05
Race		Res	
WH	76	U	-
BL	2	G	.90
CC	1	Admin	
Oth	-	U	.83
		G	2.49
Age		Dir ser	14.80
20-35	12	Other	2.00
36-50	26	Total FTE	65.50
51-65	10	Advisees	348
Degree		**Support**	
M	29	St	47.00
D	49	Fed	31.75
		Pvt	.25
Rank			
Adjunct	8	**Direct Services**	
Lect	17	Consult	379
Assist	31	Train	1522
Assoc	14	Eval	368
Prof	9	Assess	381
		Info	720
Area			
HI	5	**Faculty Grants**	
SP	12	#	1
VI	2	$	690
C/HI	3		
ED	13	Staff	10.81
MR	40		
LD	16		
G/T	4		
Autis	8		
Thr rec	1		
Non-c	34		

*Includes 11 speech & hearing faculty.

PROGRAM

Program Scope		
HI	yes	
SP	yes	
VI	yes	
C/HI	-	
ED	yes	
MR	yes	
LD	yes	
G/T	-	
Non-c	yes	
Program Support		
Basic		
St $		675,408
Fed $		375,800
Grant/contract		
St $		366,825
Fed $		34,532
Stipends		
St $		113,350
Fed $		134,380
Facilities		
Office		Varies
Class/clinic		Varies
Practicum		Varies
Courses		
On-campus		
Acad yr--U		97.25
Acad yr--G		77.75
Sum ses--U		89.25
Sum ses--G		73.50
Off-campus		
Acad yr--U		45.25
Acad yr--G		11.25
Sum ses--U		4.50
Sum ses--G		3.75
Special inst		31.25
Certification		200+

STUDENT

	Enrollees[f]		Graduates	
	U	G	U	G
Total				
1972-73	///	///	121	
1973-74	///	///	165	15
1974-75	208+	167	///	///
1975-76	239+	184	///	///
1976-77	-	181	///	///
Sex				
M	5	41	30	50
F	45	150	256	183
Race				
WH	48	93	262	188
BL	4	98	22	4
ID	-	-	1	
CC	-	1	-	
Oth	-	1	-	
Area				
VI	-	2	-	
C/HI	-	-	-	
ED	-	27	4	2
MR	437	201	282	16
LD	-	92	-	2
Pre-service				
PT	100	350+	9	7
FT	792	302+	277	17
Support				
St				
#	-	38	1	4
$	-	70,700	800	89,18
Fed				
#	7	58	80	9
$	3,000	93,767	14,331	119,186

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

active institutions)

	PROGRAM		STUDENTS							
				Enrollees[f]		Graduates			Graduates	
	Program Scope			U	G	U	G		U	G
	HI	yes	Total					Position		
24.43	SP	yes	1972-73	///	///	121	84	Admin	.5	4.0
20.05	VI	yes	1973-74	///	///	165	159	Col/univ tch	-	7.0
	C/HI	-	1974-75	208+	187	///	///	Con/itin tch	3.0	20.0
-	ED	yes	1975-76	239+	184	///	///	Res rm tch	156.5	95.5
.90	MR	yes	1976-77	-	161	///	///	Spec cl tch	86.5	84.5
	LD	yes						Speech path	-	-
.83	G/T	-	Sex					Super	.5	10.0
2.49	Non-c	yes	M	5	41	30	50+	Voc ed	1.0	1.0
14.80			F	45	150	256	183+	Phys ed	-	1.0
2.00	Program Support							Reg ed	2.0	-
65.50	Basic		Race					Cont ed	22.0	3.0
348	St $	675,406	WH	46	93	382	288+	Unknown	14.0	17.0
	Fed $	375,800	BL	4	96	11	42			
	Grant/contract		ID	-	-	1	-	Placement		
47.00	St $	366,825	CC	-	1	-	-	Clinic/hos	10	6
31.75	Fed $	24,532	Oth	-	1	-	1	Com agency	5	6
.25	Stipends							Col/univ	21	16
	St $	113,350						Pub sch dis	221	174
	Fed $	134,380	Area					Resi cen	11	4
379			VI	-	2	-	-	Spec day sch	3	15
1522	Facilities		C/HI	-	-	-	-	State agency	-	6
268	Office	Varies	ED	-	27	4	28	Unknown	15	16
381	Class/clinic	Varies	MR	437	201	282	187			
720	Practicum	Varies	LD	-	92	-	28	Serving		
								Preschool	4	24
	Courses		Pre-service					Elementary	165+	132+
1	On-campus		FT	100	350+	9	70	Secondary	27+	29+
690	Acad yr--U	97.25	PT	792	302+	277	173	Combined	12	21
	Acad yr--G	77.75								
10.81	Sum ses--U	89.25	Support					Location		
	Sum ses--G	73.50	St					Rural NC	93	42
	Off-campus		#	-	36	1	40	Suburban NC	47	64
	Acad yr--U	45.25	$	-	70,700	800	89,150	Urban NC	83	95
	Acad yr--G	11.25	Fed					Other state	31	25
	Sum ses--U	4.50	#	7	58	80	94	Unknown	32	17
	Sum ses--G	3.75	$	3,000	93,757	44,331	119,184+			
	Special inst	21.25								
y.	Certification	200+								

APPENDIX C.

RESOURCE ASSESSMENT DATA:

UNC COMPONENTS WITH DEVELOPING SPECIAL EDUCATION PROGRAMS

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit UNC-C

FACULTY

Sex		**Assignment**	
M	1	Teach	
F	1	U	-
		G	1.3
Race		Res	
WN	1	U	-
BL	1	G	-
CC	-	Admin	
Oth	-	U	-
		C	-
Age		Dir ser	-
20-35	-	Other	-
36-50	1	Total FTE	1.3
51-65	1	Advisees	0
Degree		**Support**	
M	2	St	3
D	-	Fed	-
		Pvt	-
Rank			
Adjunct	-	**Direct Services**	
Lect	1	Consult	15
Assist	1	Train	71
Assoc	-	Eval	-
Prof	-	Assess	-
		Info	yes
Area			
MI	-	**Faculty Grants**	
SP	-	0	-
VI	-	$	-
C/HI	-		
ED	1	**Staff**	-
MR	2		
LD	3		
G/T	-		
Autis	-		
Thr rec	-		
Non-c	1		

PROGRAM

Program Scope	
MI	-
SP	-
VI	-
C/HI	-
ED	-
MR	-
LD	yes
G/T	-
Non-c	-
Program Support	
Basic	
St $	6,000
Fed $	-
Grant/contract	
St $	15,000
Fed $	-
Stipends	
St $	-
Fed $	-
Facilities	
Office	Ad
Class/clinic	Jnad
Practicum	Ad
Courses	
On-campus	
Acad yr--U	-
Acad yr--G	2
Sum ses--U	-
Sum ses--G	-
Off-campus	
Acad yr--U	-
Acad yr--G	0
Sum ses--U	-
Sum ses--G	2
Special inst	-
Certification	EA

STUDENT

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	-	-
1973-74	///	///	-	-
1974-75	-	-	///	///
1975-76	-	0	///	///
1976-77	-	-	///	///
Sex				
M	-	-	-	-
F	-	0	-	-
Race				
WN	-	0	-	-
BL	-	1	-	-
ID	-	-	-	-
CC	-	-	-	-
Oth	-	-	-	-
Area				
VI	-	-	-	-
C/HI	-	-	-	-
ED	-	-	-	-
MR	-	-	-	-
LD	-	0	-	-
Pre-service				
PT	-	0	-	-
FT	-	-	-	-
Support				
St				
0	-	-	-	
$	-	-	-	-
Fed				
0	-	-	-	-
0	-	-	-	-

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

PROGRAM

	Program Scope	
	MI	-
-	SP	-
1.3	VI	-
	C/MI	-
-	ED	-
-	MR	-
	LD	yes
-	G/T	-
-	Non-c	-
-		
-	**Program Support**	
1.3	Basic	
0	St $	4,000
	Fed $	-
	Grant/contract	
3	St $	15,000
-	Fed $	-
-	Stipends	
	St $	-
	Fed $	-
15		
FT	**Facilities**	
-	Office	Ad
-	Class/clinic	Inad
yes	Practicum	Ad
	Courses	
-	On-campus	
-	Acad yr--U	-
	Acad yr--G	3
-	Sum ses--U	-
	Sum ses--G	-
	Off-campus	
	Acad yr--U	-
	Acad yr--G	0
	Sum ses--U	-
	Sum ses--G	3
	Special inst	-
	Certification	NA

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	-	-
1973-74	///	///	-	-
1974-75	-	-	///	///
1975-76	-	0	///	///
1976-77	-	-	///	///
Sex				
M	-	-	-	-
F	-	0	-	-
Race				
WH	-	0	-	-
BL	-	1	-	-
ID	-	-	-	-
CC	-	-	-	-
Oth	-	-	-	-
Area				
VI	-	-	-	-
C/HI	-	-	-	-
ED	-	-	-	-
MR	-	-	-	-
LD	-	0	-	-
Pre-service				
PT	-	0	-	-
FT	-	-	-	-
Support				
St				
0	-	-	-	-
$	-	-	-	-
Fed				
0	-	-	-	-
$	-	-	-	-

	Graduates U	Graduates G
Position		
Admin	-	-
Col/univ tch	-	-
Con/itin tch	-	-
Res rm tch	-	-
Spec cl tch	-	-
Speech path	-	-
Super	-	-
Voc ed	-	-
Phys ed	-	-
Reg ed	-	-
Cont ed	-	-
Unknown	-	-
Placement		
Clinic/hos	-	-
Com agency	-	-
Col/univ	-	-
Pub sch dis	-	-
Resi cen	-	-
Spec day sch	-	-
State agency	-	-
Unknown	-	-
Serving		
Preschool	-	-
Elementary	-	-
Secondary	-	-
Combined	-	-
Location		
Rural NC	-	-
Suburban NC	-	-
Urban NC	-	-
Other state	-	-
Unknown	-	-

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit UNC-G

FACULTY

Sex	
M	6
F	-
Race	
WH	6
BL	-
CC	-
Oth	-
Age	
20-35	NA
36-50	NA
51-65	NA
Degree	
M	-
D	6
Rank	
Adjunct	-
Lect	-
Assist	1
Assoc	-
Prof	3
Area	
HI	-
SP	-
VI	-
C/HI	-
ED	-
MR	-
LD	-
G/T	-
Autis	-
Thr rec	-
Nonc	6

Assignment	
Teach	
U	.75
G	-
Res	
U	.25
G	-
Admin	
U	.25
G	.10
Dir ser	-
Other	-
Total FTE	1.35
Advisees	-
Support	
St	6
Fed	-
Pvt	-
Direct Services	
Consult	yes
Train	yes
Eval	yes
Assess	yes
Info	yes
Faculty Grants	
#	-
$	-
Staff	-

PROGRAM

Program Scope	
HI	-
SP	-
VI	-
C/HI	-
ED	yes
MR	yes
LD	yes
G/T	-
Non-c	yes
Program Support	
Basic	
St $	25,000
Fed $	24,700
Grant/contract	
St $	-
Fed $	-
Stipends	
St $	-
Fed $	-
Facilities	
Office	- Ad
Class/clinic	Ad
Practicum	Ad
Courses	
On-campus	
Acad yr--U	-0
Acad yr--G	3
Sum ses--U	-
Sum ses--G	-
Off-campus	
Acad yr--U	-
Acad yr--G	-
Sum ses--U	-
Sum ses--G	-
Special inst	-
Certification	NA

STUDENT

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///		
1973-74	///	///		
1974-75	13	-	///	///
1975-76	11	-	///	///
1976-77	-	-	///	///
Sex				
M	1	-	-	-
F	22	-	-	-
Race				
WH	23	-	-	-
BL	-	-	-	-
ID	-	-	-	-
CC	-	-	-	-
Oth	-	-	-	-
Area				
VI	-	-	-	-
C/HI	-	-	-	-
ED	NA	-	-	-
MR	NA	-	-	-
LD	NA	-	-	-
Pre-service				
PT	-	-	-	-
FT	23	-	-	-
Support				
St				
#	-	-	-	-
$	-	-	-	-
Fed				
#	-	-	-	-
$	-	-	-	-

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

	PROGRAM	
	Program Scope	
	HI	-
.75	SP	-
-	VI	-
	C/HI	-
.35	ED	yes
-	MR	yes
	LD	yes
.35	G/T	-
.10	Non-c	yes
-		
-	**Program Support**	
1.35	Basic	
-	St $	35,000
	Fed $	34,700
	Grant/contract	
4	St $	-
-	Fed $	-
-	Stipends	
	St $	-
	Fed $	-
yes		
yes	**Facilities**	
yes	Office	- Ad
yes	Class/clinic	Ad
yes	Practicum	Ad
	Courses	
-	On-campus	
-	Acad yr--U	-0
	Acad yr--G	-0
-	Sum ses--U	-
	Sum ses--G	-
	Off-campus	
	Acad yr--U	-
	Acad yr--G	-
	Sum ses--U	-
	Sum ses--G	-
	Special inst	-
	Certification	NA

STUDENTS				
	Enrollees		Graduates	
	U	G	U	G
Total				
1972-73	///	///		
1973-74	///	///		
1974-75	13	-	///	///
1975-76	11	-	///	///
1976-77	-	-	///	///
Sex				
M	1	-	-	-
F	22	-	-	-
Race				
WH	23	-	-	-
BL	-	-	-	-
ID	-	-	-	-
CC	-	-	-	-
Oth	-	-	-	-
Area				
VI	-	-	-	-
C/HI	-	-	-	-
ED	NA	-	-	-
MR	NA	-	-	-
LD	NA	-	-	-
Pre-service				
PT	-	-	-	-
FT	23	-	-	-
Support				
St				
#	-	-	-	-
$	-	-	-	-
Fed				
#	-	-	-	-
$	-	-	-	-

	Graduates	
	U	G
Position		
Admin	-	-
Col/univ tch	-	-
Con/itin tch	-	-
Res rm tch	-	-
Spec cl tch	-	-
Speech path	-	-
Super	-	-
Voc ed	-	-
Phys ed	-	-
Reg ed	-	-
Cont ed	-	-
Unknown	-	-
Placement		
Clinic/hos	-	-
Com agency	-	-
Col/univ	-	-
Pub sch dis	-	-
Resi cen	-	-
Spec day sch	-	-
State agency	-	-
Unknown	-	-
Serving		
Preschool	-	-
Elementary	-	-
Secondary	-	-
Combined	-	-
Location		
Rural NC	-	-
Suburban NC	-	-
Urban NC	-	-
Other state	-	-
Unknown	-	-

FOOTNOTES TO APPENDIXES B AND C

[a]This figure includes 1 doctoral student.

[b]This figure includes 3 doctoral students.

[c]This figure includes 25 doctoral students.

[d]This figure includes 22 preschool specialists.

[e]Special Education does not have a separate budget.

[f]These figures reflect only the data reported.

[g]All undergraduate courses are taken at Greensboro College.

[h]The University of North Carolina at Greensboro is currently reactiviating 12 graduate level courses.

APPENDIX D.

RESOURCE ASSESSMENT DATA:

PRIVATE INSTITUTIONS IN NORTH CAROLINA WITH SPECIAL EDUCATION TRAINING PROGRAMS

Four of the institutions of higher education in North Carolina have special education training programs. In order to provide a complete picture of the state's higher education enterprise in this area, a resource assessment of three of the private institutions having special education programs was completed by Consortium staff. A review indicates that 21 faculty members (7.75 FTE) are engaged during 1974-75 in the training of 46 undergraduate students. Projections for 1975-76 and 1976-77 are 54 and 60 respectively.

Additional resources for these programs should be considered in subsequent years as well as Consortium membership and consequent participation in planning and future program development.

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit *Greensboro College*

FACULTY

Sex	
M	2
F	7[a]
Race	
WH	9
BL	-
CC	-
Oth	-
Age	
20-35	6
36-50	2
51-65	1
Degree	
M	6
D	3
Rank	
Adjunct	1
Lect	4
Assist	2
Assoc	3
Prof	-
Area	
HI	-
SP	-
VI	-
C/HI	-
ED	4
MR	3
LD	3
G/T	-
Autis	-
Thr rec	-
Non-c	9

Assignment	
Teach	
U	3.48
G	-
Res	
U	-
G	-
Admin	
U	.42
G	-
Dir ser	.10
Other	-
Total FTE	3.75
Advisees	125
Support	
St	-
Fed	-
Pvt	9
Direct Services	
Consult	-
Train	30
Eval	30
Assess	30
Info	yes
Faculty Grants	
#	-
$	-
Staff	.03

PROGRAM

Program Scope	
HI	-
SP	-
VI	-
C/HI	-
ED	yes
MR	yes
LD	yes
G/T	-
Non-c	-
Program Support[b]	
Basic	
St $	
Fed $	
Grant/contract	
St $	
Fed $	
Stipends	
St $	
Fed $	
Facilities	
Office	Ad
Class/clinic	Ad
Practicum	Ad
Courses	
On-campus	
Acad yr--U	15
Acad yr--G	-
Sum ses--U	4
Sum ses--G	-
Off-campus	
Acad yr--U	-
Acad yr--G	-
Sum ses--U	-
Sum ses--G	-
Special inst	2
Certification	57

STUDENT

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	18	-
1973-74	///	///	11	-
1974-75	35[c]	-	///	///
1975-76	35[c]	-	///	///
1976-77	35[c]	-	///	///
Sex				
M	10	-	5	-
F	95	-	45	-
Race				
WH	95	-	50	-
BL	10	-	-	-
ID	-	-	-	-
CC	-	-	-	-
Oth	-	-	-	-
Area				
VI	-	-	-	-
C/HI	-	-	-	-
ED	25	-	6	-
MR	63	-	43	-
LD	17	-	1	-
Pre-service				
PT	-	-	-	-
FT	105	-	50	-
Support				
St				
#	-	-	-	-
$	-	-	-	-
Fed				
#	-	-	-	-
$	-	-	-	-

College

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

PROGRAM

	Program Scope	
	HI	-
3.48	SP	-
-	VI	-
	C/HI	-
-	ED	yes
	MR	yes
	LD	yes
.42	G/T	-
-	Non-c	-
.10		
-	Program Support[b]	
3.75	Basic	
125	St $	
	Fed $	
	Grant/contract	
-	St $	
-	Fed $	
9	Stipends	
	St $	
	Fed $	
-		
30	Facilities	
30	Office	Ad
30	Class/clinic	Ad
yes	Practicum	Ad
	Courses	
-	On-campus	
-	Acad yr--U	15
	Acad yr--G	-
.03	Sum ses--U	4
	Sum ses--G	-
	Off-campus	
	Acad yr--U	-
	Acad yr--G	-
	Sum ses--U	-
	Sum ses--G	-
	Special inst	2
	Certification	57

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	18	-
1973-74	///	///	32	-
1974-75	35[c]	-	///	///
1975-76	35[c]	-	///	///
1976-77	35[c]	-	///	///
Sex				
M	10	-	5	-
F	96	-	45	-
Race				
WH	95	-	50	-
BL	10	-	-	-
ID	-	-	-	-
CC	-	-	-	-
Oth	-	-	-	-
Area				
VI	-	-	-	-
C/HI	-	-	-	-
ED	35	-	8	-
MR	63	-	43	-
LD	17	-	1	-
Pre-service				
PT	-	-	-	-
FT	105	-	50	-
Support				
St				
#	-	-	-	-
$	-	-	-	-
Fed				
#	-	-	-	-
$	-	-	-	-

	Graduates U	Graduates G
Position		
Admin	-	
Col/univ tch	-	
Con/itin tch	-	
Res rm tch	4	
Spec cl tch	-	
Speech path	-	
Super	-	
Voc ed	-	
Phys ed	-	
Reg ed	-	
Cont ed	1	
Unknown	45	
Placement		
Clinic/hos	-	
Com agency	-	
Col/univ	1	
Pub sch dis	4	
Resi cen	-	
Spec day sch	-	
State agency	-	
Unknown	45	
Serving		
Preschool	-	
Elementary	3	
Secondary	1	
Combined	-	
Location		
Rural NC	-	
Suburban NC	1	
Urban NC	3	
Other state	-	
Unknown	46[d]	

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit *Sacred Heart College*

FACULTY

Sex	
M	-
F	1
Race	
WH	1
BL	-
CC	-
Oth	-
Age	
20-35	1
36-50	-
51-65	-
Degree	
M	1
D	-
Rank	
Adjunct	-
Lect	-
Assist	1
Assoc	-
Prof	-
Area	
HI	-
SP	-
VI	-
C/HI	-
ED	-
MR	1
LD	1
G/T	-
Autis	-
Thr rec	-
Non-c	-

Assignment	
Teach	
U	.75
G	-
Res	
U	-
G	-
Admin	
U	.15
G	-
Dir ser	.10
Other	-
Total FTE	1.00
Advisees	41
Support	
St	-
Fed	-
Pvt	1
Direct Services	
Consult	yes
Train	94
Eval	-
Assess	13
Info	yes
Faculty Grants	
#	-
$	-
Staff	.07

PROGRAM

Program Scope	
HI	-
SP	-
VI	-
C/HI	-
ED	-
MR	yes
LD	-
G/T	-
Non-c	-
Program Support	
Basic [e]	
St $	
Fed $	
Grant/contract	
St $	
Fed $	
Stipends	
St $	
Fed $	
Facilities	
Office	Ad
Class/clinic	Ad
Practicum	Ad
Courses	
On-campus	
Acad yr--U	9
Acad yr--G	-
Sum ses--U	4
Sum ses--G	-
Off-campus	
Acad yr--U	-
Acad yr--G	-
Sum ses--U	-
Sum ses--G	-
Special inst	1
Certification	24

STUDENT

	Enrollees U	Enrollees G	Graduates [f] U	Graduates [f] G
Total				
1972-73	///	///		
1973-74	///	///		
1974-75	-		///	///
1975-76	5		///	///
1976-77	5		///	///
Sex				
M	1			
F	12			
Race				
WH	11			
BL	2			
ID	-			
CC	-			
Oth	-			
Area				
VI	1			
C/HI	-			
ED	-			
MR	12			
LD	-			
Pre-service				
PT	3			
FT	10			
Support				
St				
#	-			
$	-			
Fed				
#	-			
$	-			

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

College

	PROGRAM		STUDENTS					
				Enrollees		Graduates[f]		Graduates
				U	G	U	G	U G
	Program Scope							
	HI	-						
.75	SP	-	Total					Position
-	VI	-	1972-73	///	///			Admin
	C/HI	-	1973-74	///	///			Col/univ tch
-	ED	-	1974-75	-		///	///	Con/itin tch
-	MR	yes	1975-76	8		///	///	Res rm tch
	LD	-	1976-77	5		///	///	Spec cl tch
.15	G/T	-						Speech path
-	Non-c	-	Sex					Super
.10			M	1				Voc ed
-	Program Support		F	12				Phys ed
1.00	Basic [e]							Reg ed
41	St $		Race					Cont ed
	Fed $		WH	11				Unknown
	Grant/contract		BL	2				
-	St $		ID	-				Placement
-	Fed $		CC	-				Clinic/hos
1	Stipends		Oth	-				Com agency
	St $							Col/univ
	Fed $		Area					Pub sch dis
yes			VI	1				Resi cen
94	Facilities		C/HI	-				Spec day sch
-	Office	Ad	ED	-				State agency
13	Class/clinic	Ad	MR	12				Unknown
yes	Practicum	Ad	LD	-				
								Serving
	Courses		Pre-service					Preschool
-	On-campus		FT	3				Elementary
-	Acad yr--U	9	PT	10				Secondary
	Acad yr--G	-						Combined
.07	Sum ses--U	1	Support					
	Sum ses--G	-	St					Location
	Off-campus		#	-				Rural NC
	Acad yr--U	-	$	-				Suburban NC
	Acad yr--G	-	Fed					Urban NC
	Sum ses--U	-	#	-				Other state
	Sum ses--G	-	$	-				Unknown
	Special inst	1						
	Certification	24						

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit *Salem College*

FACULTY

Sex	
M	0
F	11
Race	
WH	11
BL	
CC	
Oth	
Age	
20-35	3
36-50	3
51-65	5
Degree*	
M	3
D	2
Rank	
Adjunct	
Lect	9
Assist	
Assoc	
Prof	2
Area	
HI	-
SP	-
VI	-
C/HI	-
ED	-
MR	-
LD	11
G/T	-
Autis	-
Thr rec	-
Non-c	-

Assignment	
Teach	
U	2.00
G	
Res	
U	.05
G	
Admin	
U	.50
G	
Dir ser	.25
Other	.20
Total FTE	3.00
Advisees	25
Support	
St	-
Fed	-
Pvt	1
Direct Services	
Consult	211
Train	160
Eval	-
Assess	175
Info	80
Faculty Grants	
#	-
$	-
Staff	1.5

*For six faculty, Bachelors is highest degree earned.

PROGRAM

Program Scope	
HI	-
SP	-
VI	-
C/HI	-
ED	-
MR	-
LD	yes
G/T	-
Non-c	-
Program Support	0
Basic	
St $	
Fed $	
Grant/contract	
St $	
Fed $	
Stipends	
St $	
Fed $	
Facilities	
Office	Ad
Class/clinic	Ad
Practicum	Ad
Courses	
On-campus	
Acad yr--U	6
Acad yr--G	-
Sum ses--U	-
Sum ses--G	-
Off-campus	
Acad yr--U	3
Acad yr--G	-
Sum ses--U	-
Sum ses--G	-
Special inst	4
Certification	7

STUDENT

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	0	
1973-74	///	///	5	
1974-75	12		///	///
1975-76	11		///	///
1976-77	20		///	///
Sex				
M	-		-	
F	43		5	
Race				
WH	43		5	
BL	-		-	
ID	-		-	
CC	-		-	
Oth	-		-	
Area				
VI	-		-	
C/HI	-		-	
ED	-		-	
MR	-		-	
LD	43		5	
Pre-service				
PT	-		-	
FT	43		5	
Support				
St				
#	-		-	
$	-		-	
Fed				
#	-		-	
$	-		-	

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

	PROGRAM		STUDENTS						
				Enrollees		Graduates			Graduates
	Program Scope			U	G	U	G		U	G
	HI	-						Position		
2.00	SP	-	Total					Admin	1	
	VI	-	1972-73	///	///	0		Col/univ tch	-	
	C/HI	-	1973-74	///	///	5		Con/itin tch	3	
.05	ED	-	1974-75	13		///	///	Res rm tch	-	
	MR	-	1975-76	11		///	///	Spec cl tch	1	
	LD	yes	1976-77	20		///	///	Speech path	-	
.50	G/T	-						Super	-	
	Non-c	-	Sex					Voc ed	-	
.25			M	-		-		Phys ed	-	
.20	Program Support 0		F	43		5		Reg ed	-	
3.00	Basic							Cont ed	-	
25	St $		Race					Unknown	-	
	Fed $		WH	43		5				
	Grant/contract		BL	-		-		Placement		
-	St $		ID	-		-		Clinic/hos	2	
-	Fed $		CC	-		-		Com agency	-	
1	Stipends		Oth	-		-		Col/univ	1	
	St $							Pub sch dis	2	
	Fed $		Area					Resi cen	-	
211			VI	-		-		Spec day sch	-	
180	Facilities		C/HI	-		-		State agency	-	
-	Office	Ad	ED	-		-		Unknown	-	
175	Class/clinic	Ad	MR	-		-				
60	Practicum	Ad	LD	43		5		Serving		
								Preschool	-	
	Courses		Pre-service					Elementary	3	
-	On-campus		FT	-		-		Secondary	-	
-	Acad yr--U	0	PT	43		5		Combined	2	
	Acad yr--G	-								
1.6	Sum ses--U	-	Support					Location		
	Sum ses--G	-	St					Rural NC	2	
	Off-campus		#	-		-		Suburban NC	2	
	Acad yr--U	3	$	-		-		Urban NC	-	
	Acad yr--G	-	Fed					Other state	1	
	Sum ses--U	-	#	-		-		Unknown	-	
	Sum ses--G	-	$	-		-				
	Special inst	4								
heat										
	Certification	7								

FOOTNOTES TO APPENDIX D

[a]One faculty member is on the staff of Guilford College.

[b]Special Education does not have a separate budget.

[c]Ten students are from Guilford College.

[d]Thirty-one are employed in North Carolina and seven are employed outside North Carolina.

[e]Special Education does not have a separate budget.

[f]To date there have been no graduates of the program.

[g]Support funds totaling $79,000 are from private sources.

APPENDIX E.

Master Plan for Certification for Teachers of Exceptional Children

Copies of this report can be obtained from the North Carolina Department of Public Instruction.

APPENDIX F.

SCHOOL PSYCHOLOGY REPORT

The Consortium completed a review of University training programs in the area of School Psychology through the Interuniversity Committee on School Psychology. There are four approved programs. Two institutions are seeking approval for programs beginning Fall 1975.

Currently there are 13 faculty members (11.84 FTE) training 32 students during 1974-75. Current projections of trainee output indicate 37 during 1975-76 and 41 in 1976-77, given no change in faculty resources.

North Carolina Inter-University Council

on School Psychology

Report and Recommendation

for

Necessary Training Activities and Resources

in

The University of North Carolina

to

Donald J. Stedman, Ph.D.

Chairman, Cooperative Planning Consortium

University of North Carolina

ACKNOWLEDGEMENTS

The IUC members would like to take this opportunity to recognize, with appreciation, the assistance of Caroline Law, Janet Thomas and Joline Strain of the UNC-CH staff and Roxie Smith of the CPC staff.

Also, the following members of IUC and/or school psychology programs provided considerable help in drawing together this document: Dr. Gary Hoover (UNC-G); Dr. Scott Lawrence (UNC-G); Dr. Rachel Rawls (NCSU); Ms. Von Valletta (Division for Development), and Dr. Barbara Wasik (UNC-CH).

The identification and collection of some of the data used in this report by Mrs. Cynthia Howard (Division of Pupil Personnel Services) was particularly helpful.

Introduction

School psychology as a professional speciality within psychology has been one of its fastest growing specialities. For example, various surveys place the number of graduate institutions offering training programs at between 140 to 180 (Bardon & Wenger, 1974 , Patros, Gross, and Bijorn, 1972) up from a total of 23 in 1954, with 57 of the current number reported to be doctoral level programs (Chartoff & Bardon, 1974). Three major developments also signal the demand and professional recognition which has been accorded this relatively young profession. Along with three other specialities in psychology individual school psychologists may apply for Diplomate status awarded by the American Board of Professional Psychology within the American Psychological Association. The American Psychological Association has formalized and begun accreditation visits for school psychology training programs at the doctoral level. Finally, the National Association of School Psychologists has initiated accreditation visits of masters level school psychology training programs.

School psychologists are behavioral science practitioners with training and experience in psychology and education. They collaborate with school staff and parents in the task of planning and implementing instructional strategies and educational programs for exceptional and normal children. There are a broad range of functions that a professional in school psychology may perform at different levels within the school system. Major goals of this profession include the facilitation and integration of the child's learning approach within

an effective, efficient learning environment.

As a speciality concerned with how schooling affects children as well as the interaction of a pupil with a specific school, school psychology has always been involved with educational efforts which concentrate on the child with special learning needs. More specifically, school psychologist are called upon to help realize these objectives through the provision of legislative acts such as N.C. Senate Bill 1238 wherein "... comprehensive early childhood development program [shall be provided] emphasizing preventive and remedial measures...", and " the state shall... require the identification and evaluation of the needs of children and the adequacy of various education programs before placement of children, and shall provide for periodic evaluation of the benefits of the program..." School psychology, then, has fulfilled an important role in the assessment of the exceptional child's strengths and weaknesses, the development of effective, relevant programs as well as the evaluation of these programs.

Current Situation

It is in the Southeast region and North Carolina in particular that this field has not kept pace with national developments and needs of the state. According to the North Carolina Governors Study Commission report, "A Child Well Taught" there existed a personnel shortage of 89% in school psychological services (Hilton, 1968). Subsequent reports since that time reflect a similar picture (Valletta, 1970; Reilly, 1972; PPS-NCDPI, 1973). While a total of approximately ninety certified school psychologists are presently employed in North Carolina schools a shortage of approximately 87% still remains at the time of this report. It also

appears that 40% of these N.C. school psychologists are certified at the lowest level and receive neither consistent nor direct supervision of their work. Finally, it is estimated that 60% of the employed school psychologists positions are supported in N.C. by state funds.

A specific example of the manpower shortage that exists can be found in the fact that only 30 of the sixty regional school psychologists positions approved by the 1974 N.C. Legislature were filled at the time of this report. The figure is remarkable in view of the intensive recruitment which was conducted, both in-state and out-of-state, to identify qualified applicants. When one considers the 1974 figure was projected as inadequate to meet the needs, but, conservative in terms of achievement, the acuteness of the manpower shortage is even more apparent. In addition, some attention needs to be given to the use of these resources to utilize professionals in training to meet the demands of school systems.

In North Carolina there are three program categories or levels of preparation: School Psychologist I - Psychometrist, School Psychologist II, and School Psychologist III. The descriptions, which appear in the Standards and Guidelines for Teacher Education (DTE-NCDPI), are reproduced below. It is important to note that Level II is the training program level being advocated by professional organizations as being eligible for accreditation along with Level III, or the doctoral degree program. Also, it has been recommended in the proposed N.C. School Psychology Competency Requirements that Level I school psychologist work be conducted under supervision of of a Level II or III Professional.

The program for the first level of preparation involves a planned

graduate period of study, culminating in a master's degree, which prepares one to function as a basic psycho-educational examiner in offering psychological services and to practice in a program that is restricted principally to the psycho-educational evaluation of individual children, focusing mainly on the assessment of cognitive functions in learning problems with subsequent related consultation on individual child studies.

The program at the second level stipulates a sixth-year planned graduate program which includes a master's degree and is geared to prepare one to assume major responsibility for general consultative work in the schools, informal case conference work, formal case consultation, and direct psycho-educational intervention.

The third level of preparation culminates in the doctoral degree and equips one with the competencies necessary to assume the full range of responsibilities of the school psychologist.

Currently, there are four institutions within the UNC consolidated system which meet the approved program test of the State Board of Education to graduate school psychologists who are automatically certified upon recommendation of the involved university (UNC at Chapel Hill, UNC at Greensboro, N.C. State University at Raleigh, Western Carolina University). Of these programs two have Level II and/or III approved curriculums. Two other institutions have expressed serious interest in requesting planning approval from the Consolidated University to develop a school psychology program (East Carolina University, Appalachian State University).

The approved programs referred to above are at varied stages of development and generally, operate with rather limited resources; as currently developed four programs will graduate students in 1975. Among the approved programs, there are presently only four state supported faculty members with full-time responsibility in the school psychology program. Consequently, part-time personnel must be primarily relied upon to meet

training objectives. A total of 19 school psychology students graduated from the active, developing and emerging school psychology programs of the UNC consolidated system in 1974. Of last years graduates, eight were Level I, ten were Level II and one earned a Ph.D. Forty-two percent of these graduates were recruited for out-of-state employment. In one sense these figures are encouraging when one considers the resources available to the programs. However, even at a projected graduate class of 37 for the year 1976 it would be 15 years before the number of school psychologists recommended for N.C. had been graduated (See Appendix II). This estimate is even more discouraging when one considers the active recruitment of N.C. graduates which surrounding states continue to pursue and the fact that other state and private agencies employ professionals with school psychology backgrounds. Likewise, approximately one-half of the graduates would be Level I and require supervision by at least a Level II school psychologist. It is important to note that five of the six training programs are moving rapidly to concentrate their efforts at training the Level II school psychologist . A minimum of two years training is required to train this professional so that given the requested resources the earliest date that impact would be expected in terms of graduates is 1977. Also, since an advanced level of training is required, the faculty-student ratio typically recommended for doctoral programs would reasonably apply in this instance.

The fact remains that at an optimal level of functioning the current

and anticipated school psychology programs in the state as presently developed will not be able to meet the current manpower needs in the foreseeable future. At the same time local school districts are under legal, professional and moral mandates to find psychological personnel to program effectively for children. The state milieu is one, consequently, where marginally trained professionals and those with minimum training at the lowest level of certification become considered for positions to serve North Carolina's children.

The recommended ratio of school psychologist to children cited in the past has been 1:1000 while survey findings of what exists in the nation range from 1:1000 to 1:5000 (Cutts, 1955; Farling & Hoedt, 1971). At maximum it would appear that the national average figure should be used in determining manpower needs in the state. Similarly, while full-time faculty-student ratio have been recommended not to exceed 1:7, surveys of the field report that a 1:10 ratio is the average finding when both masters and doctoral level programs are reviewed (Bardon & Wenger, 1971). A minimum of two full-time faculty in the psychology speciality area training program seems justified when other adequate supportive resources are in existence at the respective universities.

The following recommendations are based on the national figures presented above regarding school psychology training programs and designed to begin to approach a minimum school psychologist - children ratio within a five-year period as well as insure a continued, employable pool of professionals from that point in time . Additional resources will be required to meet these objectives in terms of teaching faculties, student stipends and general program support and most particularly, to

fulfill professional manpower demands between the period when action is initiated and mapower goals reached. Finally, attention needs to be directed toward the professional skill development of many of the state's practitioners.

Recommendations

1. To stablize the establishment and productivity of school psychology programs and insure that a reasonable number of professionals are available within the next decade a minimum of fifteen state supported faculty postions along with program support budgets will be required (see Appendix I and Appendix II).

2. Given the economic picture today and the scarcity of federal training funds for school psychologists, a minimum of 131 stipends during the '75-'77 biennium seems warranted to insure that the most qualified applicant is attracted to the profession (see Appendix I).

3. In order to meet the interim manpower needs until the above recommended objectives are realized the State Department of Public Instruction with local school districts and school psychology training programs should be provided with funds to establish externship and internship arrangements. While such arrangements may initially be relied upon to meet demands of the field for school psychological services they would be reduced to reflect the manpower resources-training needs balance as it emerges from year to year.

4. As noted earlier, the current practitioner in the state will require upgrading of his skills and thus, active programs of continuing professional development will be required for this purpose as well as to

assist them in maintaining up-to-date knowledge of the rapid changes taking place in the field. Similarly opportunities need to be available for practitioners to enter the pool of school psychologists at an advanced level.

Respectfully Submitted,

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January 29, 1975

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Appendix I

NEEDS REQUESTS 1975-77

School Psychology Programs

	Approved Programs				Developing Programs	
	UNC-CH	UNC-G	NC State	WCU	ASU	ECU
I. Faculty						
Senior	1	1				
Middle	2	1	1		2	1
Junior		1	2	2	1	
II. Staff						
Admin.Asst.						
Prgm. Asst.						
Teaching Asst.	4	2				
Secretary	1	2	1	1	½	½
III. Student Stipends						
Graduate (1975)	10	10	10	12	10	6
(1976)	10	20	10	12	15	6

Appendix II

SCHOOL PSYCHOLOGY PROGRAM GRADUATES

Program + Level	1975	1976 Projected	1976 Potential*	1977 Projected	1977 Potential*
1. Approved					
UNC-CH(II-III)	11	11	-	12	21
UNC-G(I)	-	4	-	6	16
NC State(II-III)	4	9	-	7	14
WCU(I)	8	8	-	8	16
2. Developing					
ASU(I-II)	-	-	5	-	15
ECU(II)	6	5	-	8	15

*Potential - figure refers to the minimum number of students who could be expected to graduate in that year given expansion and/or approval for new programs

APPENDIX III

UNC: School Psychology PROGRAMS, 1974-75

Unit Chapel Hill

FACULTY

Sex
M 6
F 2

Race
WH 8
BL
CC
Oth

Age
20-35
36-50 N/A
51-65

Degree
M
D 8

Rank
Adjunct
Lect
Assist
Assoc
Prof

Area
HI
SP
VI
C/HI
ED
MR
LD
G/T
Autis
Thr rec
Hon-c
School Psychology

Assignment
Teach
U
G 2.51
Res
U
G 0
Admin
U
G .33
Dir ser 0
Other 1.33
Total FTE 4.17
Advisees

Support
St 2.17
Fed 1
Pvt
Other 1

Direct Services
Consult 930
Train 72
Eval
Assess 660
Info

Faculty Grants
7
$ $3406.00

Staff

PROGRAM

Program Scope
HI
SP
VI
C/HI
ED
MR
LD
G/T
Non-c

Program Support
Basic
St $
Fed $ 28,409
Grant/contract
Local $ 24,000
Fed $
Stipends
St $
Fed $ 45,992
Local $ 4,000

Facilities
Office
Class/clinic
Practicum

Courses
On-campus
Acad yr--U
Acad yr--G 19
Sum ses--U
Sum ses--G 6
Off-campus
Acad yr--U
Acad yr--G
Sum ses--U
Sum ses--G
Special inst

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///		9
1973-74	///	///		7
1974-75		12	///	///
1975-76		17	///	///
1976-77			///	///
Sex				
M	12			
F	33			
Race				
WH	43			
BL	1			
ID				
CC				
Oth	1			
Area				
VI				
C/HI				
ED				
MR				
LD				
Pre-service				
PT				
FT				
Support				
St				
#				
$				
Fed				
#	18			
$	$45,000			

UNC: School Psychology PROGRAMS, 1974-75

11

PROGRAM

Program Scope
HI
SP
VI
C/HI
ED
MR
LD
G/T
Non-c

Program Support
Basic
St $
Fed $ 28,409
Grant/contract
Local $ 24,000
Fed $
Stipends
St $
Fed $ 45,992
Local $ 4,000
Facilities
Office
Class/clinic
Practicum

Courses
On-campus
Acad yr--U
Acad yr--G 19
Sum ses--U
Sum ses--G 6
Off-campus
Acad yr--U
Acad yr--G
Sum ses--U
Sum ses--G
Special inst

.00

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///		9
1973-74	///	///		7
1974-75		12	///	///
1975-76		17	///	///
1976-77			///	///
Sex				
M	12			
F	33			
Race				
WH	43			
BL	1			
ID				
[illegible]				
Oth	1			
Area				
VI				
C/HI				
ED				
MR				
LD				
Pre-service				
PT				
FT				
Support				
St				
#				
$				
Fed				
#	18			
$	$45,000			

	Graduates U	Graduates G
Position		
Admin		
Col/univ tch		
Con/itin tch		
Res rm tch		
Spec cl tch		
Speech path		
Super		
Voc ed		
Phys ed		
Reg ed		
Cont ed		
Unknown		
School Psychology Placement		
Clinic/hos		2
Com agency		
Col/univ		2
Pub sch dis		9
Resi cen		
Spec day sch		
State agency		2
Unknown		
Serving		
Preschool		
Elementary		
Secondary		
Combined		13
Higher		2
Location		
Rural NC		
Suburban NC		
Urban NC		
Other state		
Unknown		

UNC: School Psychology PROGRAMS, 1974-75

Unit Greensboro

FACULTY

Sex
M 3
F 3

Race
WH 6
BL
CC
Oth

Age
20-35 4
36-50 2
51-65

Degree
M
D 6

Rank
Adjunc.
Lect
Assist 3
Assoc 2
Prof 1

Area
HI
SP
VI
C/HI
ED
MR
LD
G/T
Autis
Thr rec
Non-c
School Psychology

Assignment
Teach
U
G .80
Res
U
G .50
Admin
U
G .20
Dir ser
Other
Total FTE 1.5
Advisees

Support
St 1.5
Fed
Pvt

Direct Services
Consult X
Train X
Eval X
Assess X
Info

Faculty Grants
#
$

Staff

2 half-time secretaries

PROGRAM

Program Scope
HI
SP
VI
C/HI
ED
MR
LD
G/T
Non-c

Program Support None
Basic
St $
Fed $
Grant/contract
St $
Fed $
Stipends
St $
Fed $

Facilities
Office 5
Class/clinic
Practicum yes

Courses
On-campus
Acad yr--U
Acad yr--G 15-20
Sum ses--U
Sum ses--G 5
Off-campus
Acad yr--U
Acad yr--G None
Sum ses--U
Sum ses--G
Special inst

Certification

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///		
1973-74	///	///		2
1974-75			///	///
1975-76		4	///	3
1976-77		6-8(?)	///	///

Sex
M 2
F 4

Race
WH 6
BL
ID
CC
Oth

Area
VI
C/HI
ED
MR
LD

Pre-service
PT
FT

Support 0
St
#
$
Fed
#
$

Po
A
C
C
R
S
S
S
V
P
R
C
U
Sc
Pl
C
C
C
P
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S
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UNC: School Psychology PROGRAMS, 1974-75

ro

PROGRAM

Program Scope	
HI	
SP	
VI	
C/HI	
ED	
MR	
LD	
G/T	
Non-c	
Program Support	None
Basic	
St $	
Fed $	
Grant/contract	
St $	
Fed $	
Stipends	
St $	
Fed $	
Facilities	
Office	5
Class/clinic	
Practicum	yes
Courses	
On-campus	
Acad yr--U	
Acad yr--G	15-20
Sum ses--U	
Sum ses--G	5
Off-campus	
Acad yr--U	
Acad yr--G	None
Sum ses--U	
Sum ses--G	
Special inst	
Certification	

taries

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///		
1973-74	///	///		2
1974-75			///	///
1975-76		4	///	3
1976-77		6-8(?)	///	///
Sex				
M	2			
F	4			
Race				
WH	6			
BL				
ID				
CC				
Oth				
Area				
VI				
C/HI				
ED				
MR				
LD				
Pre-service				
PT				
FT				
Support	0			
St				
#				
$				
Fed				
#				
$				

	Graduates U	Graduates G
Position		
Admin		
Col/univ tch		
Con/itin tch		
Res rm tch		
Spec cl tch		
Speech path		
Super		
Voc ed		
Phys ed		
Reg ed		
Cont ed		
Unknown		
School Psychologist		
Placement		
Clinic/hos		1
Com agency		
Col/univ		
Pub sch dis		
Resi cen		
Spec day sch		
State agency		
Unknown		1
Serving		
Preschool		
Elementary		
Secondary		
Combined		1
Location		
Rural NC		
Suburban NC		
Urban NC		
Other state		1
Unknown		

UNC: School Psychology PROGRAMS, 1974-75

Unit N. C. State

FACULTY

Sex
- M 4
- F 3

Race
- WH 7
- BL
- CC
- Oth

Age
- 20-35 1
- 36-50 2
- 51-65 3

Degree
- M 1
- D 6

Rank
- Adjunct 3
- Lect 1
- Assist
- Assoc 1
- Prof 2

Area
- HI
- SP
- VI
- C/HI
- ED
- MR
- LD
- G/T
- Autis
- Thr rec
- Non-c

School Psychology 7

Assignment
- Teach
  - U
  - G 2.56
- Res
  - U
  - G .26
- Admin
  - U
  - G .10
- Dir ser .09
- Other .04
- Total FTE 3.05
- Advisees

Support
- St 2
- Fed 0
- Pvt

Direct Services
- Consult
- Train
- Eval
- Assess
- Info

Faculty Grants
- # 4
- $

Staff

PROGRAM

Program Scope
- HI
- SP
- VI
- C/HI
- ED
- MR
- LD
- G/T
- Non-c

Program Support
- Basic
  - St $ 50,000
  - Fed $
- Grant/contract
  - St $
  - Fed $ 40,000
- Stipends
  - St $ 10,000
  - Fed $
- Private 5,000

Facilities
- Office
- Class/clinic
- Practicum

Courses
- On-campus
  - Acad yr--U
  - Acad yr--G 20
  - Sum ses--U
  - Sum ses--G 4
- Off-campus
  - Acad yr--U
  - Acad yr--G
  - Sum ses--U
  - Sum ses--G
- Special inst

Certification

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///		4
1973-74	///	///		2
1974-75		4	///	///
1975-76		4	///	///
1976-77		3	///	///
Sex				
M	12			
F	5			
Race				
WH	16			
BL	1			
ID				
CC				
Oth				
Area				
VI				
C/HI				
ED				
MR				
LD				
Pre-service				
PT				
FT				
Support				
St				
#				
$				
Fed				
#	10			
$				

UNC: School Psychology PROGRAMS, 1974-75

ate

PROGRAM

Program Scope
- HI
- SP
- VI
- C/HI
- ED
- MR
- LD
- G/T
- Non-c

Program Support
- Basic
  - St $ 50,000
  - Fed $
- Grant/contract
  - St $
  - Fed $ 40,000
- Stipends
  - St $ 10,000
  - Fed $
- Private 5,000

Facilities
- Office
- Class/clinic
- Practicum

Courses
- On-campus
  - Acad yr--U
  - Acad yr--G 20
  - Sum ses--U
  - Sum ses--G 4
- Off-campus
  - Acad yr--U
  - Acad yr--G
  - Sum ses--U
  - Sum ses--G
- Special inst

Certification

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///		4
1973-74	///	///		2
1974-75		4	///	///
1975-76		4	///	///
1976-77		3	///	///
Sex				
M	12			
F	5			
Race				
WH	16			
BL	1			
ID				
CC				
Oth				
Area				
VI				
C/HI				
ED				
MR				
LD				
Pre-service				
PT				
FT				
Support				
St				
#				
$				
Fed				
#	10			
$				

	Graduates U	Graduates G
Position		
Admin		
Col/univ tch		
Con/itin tch		
Res rm tch		
Spec cl tch		
Speech path		
Super		
Voc ed		
Phys ed		
Reg ed		
Cont ed		
Unknown		
Placement		
Clinic/hos		
Com agency		
Col/univ		
Pub sch dis		
Resi cen		
Spec day sch		
State agency		
Unknown		
Serving		
Preschool		
Elementary		
Secondary		
Combined		
Location		
Rural NC		
Suburban NC		
Urban NC		
Other state		
Unknown		

Unit Western Carolina University

UNC: School Psychology PROGRAMS, 1974-75

FACULTY

Sex	
M	5
F	1
Race	
WH	6
BL	
CC	
Oth	
Age	
20-35	3
36-50	2
51-65	1
Degree	
M	
D	6
Rank	
Adjunct	
Lect	
Assist	3
Assoc	1
Prof	1
Area	
HI	
SP	
VI	
C/HI	
ED	
MR	
LD	
G/T	
Autis	
Thr rec	
Non-c	
School Psychology	

Assignment	
Teach	
U	
G	1.30
Res	
U	
G	.25
Admin	
U	
G	
Dir ser	.29
Other	
Total FTE	1.84
Advisees	
Support	
St	1.84
Fed	
Pvt	
Direct Services	
Consult	
Train	
Eval	
Assess	800
Info	5
Faculty Grants	
#	
$	None
Staff	

PROGRAM

Program Scope	
HI	
SP	
VI	
C/HI	
ED	
MR	
LD	
G/T	
Non-c	
Program Support	
Basic	
Local $	1,900
Fed $	
Grant/contract	
St $	
Fed $	
Stipends	
St $	
Fed $	
Facilities	
Office	
Class/clinic	
Practicum	
Courses	
On-campus	
Acad yr--U	20
Acad yr--G	8
Sum ses--U	
Sum ses--G	
Off-campus	
Acad yr--U	
Acad yr--G	
Sum ses--U	
Sum ses--G	
Special inst	
Certification	

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///		?
1973-74	///	///		5
1974-75		6	///	///
1975-76		8	///	///
1976-77		10	///	///
Sex				
M	15			
F	11			
Race				
WH	26			
BL				
ID				
CC				
Oth				
Area				
VI				
C/HI				
ED				
MR				
LD				
Pre-service				
PT				
FT	26			
Support				
St				
#	11			
$	14,100			
Fed				
#	2			
$	3,500			
Local and state				
#	12			
$	28,800			

Carolina University

UNC: School Psychology PROGRAMS, 1974-75

PROGRAM

Program Scope
- HI
- SP
- VI
- C/HI
- ED
- MR
- LD
- G/T
- Non-c

Program Support
- Basic
- Local $ 1,900
- Fed $
- Grant/contract
  - St $
  - Fed $
- Stipends
  - St $
  - Fed $

Facilities
- Office
- Class/clinic
- Practicum

Courses
- On-campus
  - Acad yr--U 20
  - Acad yr--G 8
  - Sum ses--U
  - Sum ses--G
- Off-campus
  - Acad yr--U
  - Acad yr--G
  - Sum ses--U
  - Sum ses--G
- Special inst

Certification

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///		7
1973-74	///	///		5
1974-75		6	///	///
1975-76		8	///	///
1976-77		10	///	///
Sex				
M	15			
F	11			
Race				
WH	26			
BL				
ID				
CC				
Oth				
Area				
VI				
C/HI				
ED				
MR				
LD				
Pre-service				
PT				
FT	26			
Support				
St				
#	11			
$	14,100			
Fed				
#	2			
$	3,500			
Local and state				
#	12			
$	28,800			

	Graduates U	Graduates G
Position		
Admin		1
Col/univ tch		1
Com/jtin tch		
Res rm tch		
Spec cl tch		
Speech path		
Super		
Voc ed		
Phys ed		
Reg ed		
Cont ed		
Unknown		
School Psychologist		7
Placement		
Clinic/hos		
Com agency		
Col/univ		
Pub sch dis		
Resi cen		
Spec day sch		
State agency		
Unknown		
Serving		
Preschool		
Elementary		
Secondary		
Combined		
Location		
Rural NC		
Suburban NC		
Urban NC		
Other state		
Unknown		

Unit East Carolina University

UNC: School Psychology PROGRAMS, 1974-75

FACULTY

Sex
M 3
F 1

Race
WH 4
BL
CC
Oth

Age
20-35
36-50 N/A
51-65

Degree
M
D 4

Rank
Adjunct
Lect
Assist
Assoc 2
Prof 2

Area
HI
SP
VI
C/HI
ED
MR
LD
G/T
Autis
Thr rec
Non-c 4
School Psychologist

Assignment
Teach
U
G 1.10
Res
U
G .20
Admin
U
G
Dir ser
Other
Total FTE 1.30
Advisees

Support
St 1.3
Fed
Pvt

Direct Services
Consult
Train
Eval
Assess
Info

Faculty Grants
None
$

Staff

123

PROGRAM

Program Scope
HI
SP
VI
C/HI
ED
MR
LD
G/T
Non-c

Program Support
Basic
St $
Fed $
Grant/contract
St $
Fed $
Stipends
St $
Fed $

Facilities
Office
Class/clinic
Practicum

Courses
On-campus
Acad yr--U
Acad yr--G
Sum ses--U
Sum ses--G
Off-campus
Acad yr--U
Acad yr--G
Sum ses--U
Sum ses--G
Special inst

Certification

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///		
1973-74	///	///		2
1974-75		6	///	1
1975-76		10	///	///
1976-77		10-12(?)	///	///

Sex
M 6
F 12

Race
WH 18
BL
ID
CC
Oth

Area
VI
C/HI
ED
MR
LD

Pre-service
PT 1
FT 17

Support
St
12
$ $14,400
Fed
2
$

Carolina University

UNC: School Psychology PROGRAMS, 1974-75

PROGRAM

Program Scope
- HI
- SP
- VI
- C/HI
- ED
- MR
- LD
- G/T
- Non-c

Program Support
- Basic
  - St $
  - Fed $
- Grant/contract
  - St $
  - Fed $
- Stipends
  - St $
  - Fed $

Facilities
- Office
- Class/clinic
- Practicum

Courses
- On-campus
  - Acad yr--U
  - Acad yr--G
  - Sum ses--U
  - Sum ses--G
- Off-campus
  - Acad yr--U
  - Acad yr--G
  - Sum ses--U
  - Sum ses--G
- Special inst

Certification

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///		
1973-74	///	///		2
1974-75		6	///	1
1975-76		10	///	///
1976-77		10-12(?)	///	///
Sex				
M	6			
F	12			
Race				
WH	18			
BL				
ID				
CC				
Oth				
Area				
VI				
C/HI				
ED				
MR				
LD				
Pre-service				
PT	1			
FT	17			
Support				
St				
#	12			
$	$14,400			
Fed				
#	2			
$				

	Graduates U	Graduates G
Position		
Admin		
Col/univ tch		
Con/itin tch		
Res rm tch		
Spec cl tch		1
Speech path		
Super		
Voc ed		
Phys ed		
Reg ed		
Cont ed		
Unknown		
School Psychologist		7
Placement		
Clinic/hos		2
Com agency		
Col/univ		
Pub sch dis		
Resi cen		5
Spec day sch		1
State agency		
Unknown		
Serving		
Preschool		
Elementary		1
Secondary		
Combined		7
Location		
Rural NC		4
Suburban NC		
Urban NC		2
Other state		1
Unknown		

APPENDIX G.

SPEECH AND HEARING SPECIALISTS' REPORT

The Consortium received the cooperation of the State chapter of the American Speech and Hearing Association in its review of programs in the University which train specialists in the area of the hearing and speech sciences.

Currently, six Universities have training programs.

A total of 34 faculty (27.15 FTE) are training 555 undergraduate and 232 graduate students during 1974-75. Competence to the Masters level will soon be required for certification.

Projections of trainee product outputs at the graduate level based on current staff are 103 in 1975-76 and 113 in 1976-77.

North Carolina Speech, Hearing,

and Language Association

Report and Recommendations

for

Necessary Training Activities and Resources

for

The University of North Carolina

to

Donald J. Stedman, Ph.D., Chairman
The Cooperative Planning Consortium
of Special Education Programs
The University of North Carolina

Introduction:

The primary goal of communication specialists (e.g., audiologists, speech pathologists, language specialists and deaf educators) is to provide a continuum of evaluative, habilitative and consultive services designed to maximize the hearing, language and speech skills of every child. "The effects of . . . communicative disabilities in children may be prolonged and pervasive: academic failure, psycho-social maladjustment and loss of future learning power can result from the lack of proper habilitative opportunities provided in early life."[1] Where appropriate services are available in the schools, the social isolation and educational failure which accompany disabilities of communication are minimized, and the child is aided in his efforts to become a socially effective, economically productive and self fulfilled adult.

A statement of Policies and Regulations Governing Programs for Speech and Language Impaired adopted by the North Carolina State Board of Education on June 6, 1974, identifies three levels of services for which communicative specialists are responsible.

> "A Continuum of Services Plan involves a Communication Development Program, a Communication Deviations Program, a Communication Disorders Program. The Communication Development Program serves the general school population and is prevention oriented providing strong speech and language models and sequences curricular activities emphasizing listening skills, cognitive and expressive competencies, understanding and protection of the hearing and speech mechanism, and self-confidence to help children develop appropriate communicative behaviors in social, educational and cultural contexts. The role of the clinician includes planning, promotion, consultation and demonstration with professionals and supportive personnel. The program may be conducted in a regular classroom or large groups; it may be itinerant or building based. Other participants most commonly used in this program may be teachers, parents, counselors, health and science personnel, and para-professionals.

"The Communication Deviations Program serves individuals with mild developmental or non-maturational problems in articulation, voice, fluency or language, as well as those with mild hearing loss requiring minimal aural rehabilitation procedures. The Program provides services which include speech, language and hearing screening, and speech and language improvement. The clinician's role includes identification, diagnosis, organization, consultation, and supervision of supportive personnel and occasionally a direct role in correction and follow-up. The Program may be conducted in regular classroom, large groups, small groups, and it may be itinerant, block or building based. Other participants in the Program may be teachers, parents, paraprofessionals, educational and psychological examiners, audiologists, nurses and physicians.

"The Communication Disorders Program serves children with handicapping disorders of communication. It includes comprehensive diagnostic and intensive individual and/or small group therapy utilizing modern research technology and diagnosis and program management, including direct scheduling, referral, counseling direct therapy, and dismissal. The clinician works with children on an individual basis or in small groups. Scheduling varies according to the pupil's needs. Participants called upon by the clinician include physicians, psychiatrists, and audiologists, psychologists, dentists, social workers, counselors, regular and special teachers, and parents."

While this statement emphasizes the direct services which the communication specialist is to provide to children, it also points up his role as consultant to others in the educational team who share his concern about the child's communicative function.

The same document also identified the types of disorders for which communication specialists assume primary diagnostic and remedial responsibility.

"Pupils requiring speech and language services are those who evidence (a) defective production of phonemes (speech sounds) that interfere with ready intelligibility of speech, (b) abnormality in pitch, loudness or quality resulting from pathological conditions or inappropriate use of the vocal mechanism that interferes with communication or produces maladjustment, (c) disruptions in the normal flow of verbal expression that occur frequently, or are markedly noticeable and are not readily controllable by the pupil, (d) disability in verbal learning resulting in markedly impaired ability to acquire, use or comprehend spoken, read, and written language where no significant degree of sensory or motor incapacity, mental retardation, emotional maladjustment or environmental disadvantage is present as the primary disabling condition or (e) delayed language acquisition resulting from sensory or motor incapacity, mental retardation, emotional maladjustment or environmental disadvantage."

This statement notes the wide variability in the kinds of disorders which result in a breakdown in communication. Reduced auditory sensitivity has long been recognized as a factor resulting in defective receptive language learning. Wepman[2] suggests that deficits in auditory discrimination, auditory memory and auditory self-monitoring have an equally depressing effect on language and speech acquisition. For others, defective decoding skills result in poor receptive language, even though all other auditory skills are intact. Still other children lack the integration skills which make it possible to use the information which he receives daily to formulate concepts. The integrative process is central to the acquisition of the rules which govern word meaning, grammatical usage and sentence formulation. Deficits in integration may result in disorders of receptive and expressive language. Certainly, to encode a verbal response, the child depends upon such integrational skills to select the necessary vocabulary, the appropriate morphologic forms and the syntactic order of sentences and paragraphs required to express his thoughts. The motor functions required for phonation and articulation have long been recognized as contributors to verbal expression.

When we recognize the organic and environmental factors which may contribute to a particular communication disorder it is not surprising that the statement of the State Board of Education takes note of the fact that defects in communication commonly appear in concert with other disabling conditions. The statement recognizes that the mentally retarded, emotionally maladjusted, sensorily and motorically incapacitated and environmentally disadvantaged children in our special education programs will frequently also exhibit communication disorders. Further, Wepman[2] states that the problems classified under the rubric of learning disabilities ". . . result essentially from a communication disorder." Thus, the

evaluation and remediation of their communication disorders constitute a major component in the integrated service programs provided for the children who are categorized under CR, ED, ER, HI, LD and TR classifications in Table 1.

In summary, maximizing the communicative skills and performance of all children is the task of the Communication Specialists working in cooperation with the educational team serving both "regular" and "exceptional" children. Without an adequate communication system, no child can achieve his academic, social and personal potential.

Current Situation:

Table 1, columns SI and HI summarize the incidence of children exhibiting speech and language problems and severe hearing impairments. These figures include children from both "regular" and "special" class populations. It can be seen that 41,058 school age children need speech and language services and 6,804 school age children need hearing services. Table 2 reveals the need for an additional 1,561.2 Speech and Language Specialists and Deaf Educators to provide services to all who need them. These data do not reflect the total need, since only about 10% of the 312 Speech and Language Specialists currently employed in the public schools hold a Master's Degree, the minimal level of training required for certification by the American Speech and Hearing Association. This level of competence is the goal for all Speech and Language Specialists being encouraged by the Division of Teacher Education and the Division of Teacher Certification of the North Carolina Department of Public Instruction. Under current competency based certification, the Communication Specialists must demonstrate competence in remediation of articulation, voice, dysfluency, language and communicative interaction problems.

TABLE 1. ESTIMATES OF NUMBER OF EXCEPTIONAL PERSONS IN NORTH CAROLINA AND NUMBER OF TEACHERS NEEDED TO SERVE THEM

	Category of Exceptionality[a]								
	CR	ED	ER	GT	HH	HI	LD	SI	TR
Estimated Prevalence Percentages[b]	0.50%	2.00%	2.14%	2.00%	0.15%	0.58%	1.00%	3.50%	0.16%
Estimated Number of Exceptional Children in NC of School Age[c]	5,865	23,462	25,104	23,462	1,760	6,804	11,731	41,058	1,877
Estimated Number of Teachers Needed[d]	586.5	2,932.7	1,725.4 (ER & TR)	938.5	146.7	1,908.2 (HI & SI)	469.2		
Estimated Number of Exceptional Persons in NC, Aged 0-21[e]	10,391	41,566	44,476	41,566	3,117	12,054	20,783	72,740	3,328
Estimated Number of Exceptional Children in NC of School Age (Gudger report)[f]	976	3,949	52,967	39,741	3,843	2,496	14,718	38,449	3,886
Estimated Number of Teachers Needed (Gudger Report)[g]	65	202	2,044 (ER & TR)	553		476 (HI & SI)	332		

(See footnotes on next page.)

ABLE 1. ESTIMATES OF NUMBER OF EXCEPTIONAL PERSONS IN NORTH CAROLINA AND NUMBER OF TEACHERS NEEDED TO SERVE THEM

Category of Exceptionality[a]

CR	ED	ER	GT	HH	HI	LD	SI	TR	VI	TOTAL
0.50%	2.00%	2.14%	2.00%	0.15%	0.58%	1.00%	3.50%	0.16%	0.10%	12.13%
5,865	23,462	25,104	23,462	1,760	6,804	11,731	41,058	1,877	1,173	142,296
586.5	2,932.7	1,725.4 (ER & TR)	938.5	146.7	1,908.2 (HI & SI)	469.2			46.9	8,754.1
10,391	41,566	44,476	41,566	3,117	12,054	20,783	72,740	3,325	2,078	252,096
976	3,949	52,967	39,741	3,843	2,496	14,718	38,449	3,886	944	161,969
65	202	2,044 (ER & TR)	553		476 (HI & SI)	332			75	3,747

page.)

FOOTNOTES FOR TABLE 1

[a]CR, Crippled; ED, Emotionally Disturbed; ER, Educable Mentally Retarded; GT, Gifted and Talented; HH, Hospitalized and/or Homebound; HI, Hearing Impaired; LD, Learning Disabled; SI, Speech Impaired; TR, Trainable Mentally Retarded; VI, Visually Impaired.

[b]Estimated prevalence percentages are from Office for the Handicapped, US Department of Health, Education and Welfare.

[c]Based on total 1973-74 public school enrollment of 1,173,097, grades 1-12, used by the Division for Exceptional Children, NCSDPI.

[d]Derived from row above by using the following teacher:student ratios (obtained from NCSDPI): CR, 1:10; ED, 1:8; ER, 1:16; GT, 1:25; HH, 1:12; HI, 1:5; LD, 1:25; SI, 1:75; TR, 1:12; VI, 1:25.

[e]Based on total NC population (aged 0-21) of 2,078,293, from US Census, 1970.

[f]From the Report of the Commission on Children with Special Needs to the NC Legislature, February 1, 1975, p. 4.

[g]From the Report of the Commission on Children with Special Needs to the NC Legislature, February 1, 1975, p. 7. Includes teachers now serving plus additional teachers required.

TABLE 2. ESTIMATES OF NUMBER OF SPECIAL TEACHERS NOW AVAILABLE IN NORTH CAROLI

AND NUMBER OF ADDITIONAL SPECIAL TEACHERS REQUIRED

	Category of Exceptionality[a]						
	CR	ED	MR	GT	HH	HI/SI	LD
Estimated Number of Teachers Needed[b]	586.5	2,932.7	1,725.4	938.5	146.7	1,908.2	469.2
Estimated Number of Teachers Available (NCSDPI)[c]	75.0	46.0	2,638.0	269.5	74.5	347.0	163.0
Estimated Number of Teachers Available (Gudger Report)[d]	43.0	23.0	1,532.0	223.0		280.0	66.0
Estimated Number of Additional Teachers Required (NCSDPI)[e]	511.5	2,886.7	0	669.0	72.2	1,561.2	306.2
Estimated Number of Additional Teachers Required (Gudger Report)[f]	543.5	2,909.7	193.4	715.5	146.7	1,628.2	403.2

(See footnotes on next page.)

ESTIMATES OF NUMBER OF SPECIAL TEACHERS NOW AVAILABLE IN NORTH CAROLINA

AND NUMBER OF ADDITIONAL SPECIAL TEACHERS REQUIRED

Category of Exceptionality[a]

CR	ED	MR	GT	HH	HI/SI	LD	VI	TOTAL
586.5	2,932.7	1,725.4	938.5	146.7	1,908.2	469.2	46.9	8,754.1
75.0	46.0	2,638.0	269.5	74.5	347.0	163.0	14.0	3,627.0
43.0	23.0	1,532.0	223.0		280.0	66.0	11.0	2,178.0
511.5	2,886.7	0	669.0	72.2	1,561.2	306.2	32.9	6,039.7
543.5	2,909.7	193.4	715.5	146.7	1,628.2	403.2	35.9	6,573.1

page.)

FOOTNOTES FOR TABLE 2

[a]CR, Crippled; ED, Emotionally Disturbed; MR, Educable Mentally Retarded and/or Trainable Mentally Retarded; GT, Gifted and Talented; HH, Hospitalized and/or Homebound; HI/SI, Hearing Impaired and/or Speech Impaired; LD, Learning Disabled; VI, Visually Impaired.

[b]From this report, Table 1, Row 3.

[c]From Preparation of Professional Personnel in the Education of the Handicapped in North Carolina, Department of Public Instruction, Division for Exceptional Children, October 15, 1974, p. 17. Figures for Gifted and Talented, and Hospitalized and/or Homebound are from "1973-74 Statistical Summary, Instructional Programs for Exceptional Children, North Carolina Public Schools," published by Division for Exceptional Children, NCSDPI, October 1974.

[d]From the Report of the Commission on Children with Special Needs to the NC Legislature, February 1, 1975, p. 7.

[e]Row 1 minus Row 2.

[f]Row 1 minus Row 3.

Training to this level of competence in so many areas of concern requires study of sufficient duration and quality to justify the Master's Degree, if the needs of school age children for remediation of communication problems are to be met. The University of North Carolina faces two tasks: 1) the training of 235.4 new Speech and Language Specialists to the Master's Degree level and 2) the upgrading of 280 currently employed Specialists to the Master's Degree level.

Of the 35 Teachers of the Deaf currently teaching in classes for acoustically handicapped children, approximately one-half meet the certification requirements of the Council of Educators of the Deaf. Therefore, to meet the needs of children with hearing impairments, the University of North Carolina must provide training for 1,325.8 new teachers of the hearing impaired and must provide upgrading for 17 currently employed teachers.

Not reflected in the tables is the need for an estimated 78 Audiologists (one for each 15,000 school children) trained to the Master's Degree level to provide screening, diagnostic and remedial services for the state's public school population.

Not included in this analysis of need are an estimated 20,185 preschool children who need the services of Communication Specialists. Future planning might well concentrate on meeting the needs of these children for the following reasons: 1) academic success depends upon the child's having adequate communication skills when he comes to school; 2) communication skills are more easily learned during the preschool years than at any other time; and 3) the frustrations and social alienation resulting from poor communication during the first five years of life tend to have a permanent debilitating effect.

The needs for Communication Specialists to serve the needs of school children in North Carolina are summarized in Table 3.

TABLE 3. NUMBER OF COMMUNICATION AND HEARING SPECIALISTS NEEDED TO BE TRAINED BY THE UNIVERSITY OF NORTH CAROLINA[a]

	Speech & Lang. Specialists	Teachers of Hearing Impaired	Audiologists
Number of New Professionals Needed	*235.4*	*1,325.8*	*78.0*
Number of Professionals Needing Upgrading	*280.0*	*17.0*	--
Totals	*515.4*	*1,342.8*	*78.0*

[a]Based on NCSDPI estimates of number of teachers now available.

University Resources

A review of University training resources summarized in Table 4 reveals that 34 faculty members (27.15 FTE) are engaged in training Speech and Language Specialists in six established institutions within the University of North Carolina. Of these, two provide academic and clinical training at the Master's Degree level only. All others provide both undergraduate and graduate training. No institution in North Carolina offers a Doctoral Program in Speech and Language Pathology. Only three institutions provide training for Audiologists through the Master's Degree level.

The capabilities of these faculties to meet the need for training summarized in Table 3 are analyzed in relation to the minimum requirements for ETB (Educational Training Board) accreditation proposed by the American Boards of Examiners in Speech Pathology and Audiology.[3] Among the requirements for ETB Certification are the following:

1. At least one full-time faculty member must hold an earned doctorate in each area of specialization. (i.e., Speech Pathology and Audiology)
2. One full-time teaching staff member (a full-time equivalent) for every 12 junior and senior level full-time students.
3. One full-time teaching staff member (or full-time equivalent) to every six master's level full-time students.
4. Supervision by a certified professional of 300 clock hours of clinical practicum for each student, supervision being defined as direct observation of at least one of every three therapy sessions for each client seen and dierect observation of every diagnostic session.

TABLE 4. ATTRIBUTES OF CURRENT COMMUNICATION AND HEARING SPECIALISTS OF THE UNIVERSITY OF NORTH CAROLINA

	Faculty[a]																	
	No.	Sex		Race		Level		Rank				Spec.[b]		Assignment					
		M	F	W	NW	M	D	P	Ac	At	L	Hr	Sp	Teach	Res	Adm	Ser	Oth	Total
ASU	5	2	3	5	0	3	2	1	1	2	1	4	5	2.75	0.00	0.25	0.00	0.00	3.00
ECU	9	5	4	9	0	5	4	0	4	2	3	6	8	3.90	0.80	0.95	1.25	0.60	7.50
NCCU	4	1	3	3	1	1	3	0	1	3	0	2	3	2.25	0.00	0.50	0.00	0.00	2.75
UNCCH	5	4	1	5	0	0	5	1	1	3	0	2	3	3.10	1.10	0.30	0.50	0.00	5.00
UNCG	5	3	2	5	0	2	3	1	0	3	1	2	4	3.50	0.75	0.50	0.25	0.00	5.00
WCU[c]	6	2	4	6	0	5	1	0	0	3	0	1	6	3.30	0.00	0.10	0.50	0.00	3.90
TOTAL	34	17	17	33	1	16	18	3	7	16	5	17	29	18.80	2.65	2.60	2.50	0.60	27.15

[a]No., Number; Sex--M, Male; F, Female; Level of Training--M, Masters; D, Doctorate; Rank--P, Professor; At, Assistant Professor; L, Lecturer; Spec., Specialty--Hr, Hearing; Sp, Speech; Assignm Res, Research; Adm, Administration; Ser, Direct Services; Oth, Other; Total; Support Services--St, Priv, Private; Adm Stf, Administrative Staff.

[b]Some faculty members may have more than one area of specialization.

[c]Includes three adjunct faculty members.

TABLE 4. ATTRIBUTES OF CURRENT COMMUNICATION AND HEARING SPECIALISTS OF THE UNIVERSITY OF NORTH CAROLINA

Faculty[a]															
el	Rank				Spec.[b]		Assignment						Support Source			Adm Stf
	P	Ac	At	L	Hr	Sp	Teach	Res	Adm	Ser	Oth	Total	St	Fed	Priv	
	1	1	2	1	4	5	2.75	0.00	0.25	0.00	0.00	3.00	5.00	0.00	0.00	1.00
	0	4	2	3	6	8	3.90	0.80	0.95	1.25	0.60	7.50	6.00	2.00	1.00	1.15
	0	1	3	0	2	3	2.25	0.00	0.50	0.00	0.00	2.75	2.00	2.00	0.00	1.00
	1	1	3	0	2	3	3.10	1.10	0.30	0.50	0.00	5.00	3.00	1.75	0.25	1.00
	1	0	3	1	2	4	3.50	0.75	0.50	0.25	0.00	5.00	5.00	0.00	0.00	2.00
	0	0	3	0	1	6	3.30	0.00	0.10	0.50	0.00	3.90	6.00	0.00	0.00	0.00
8	3	7	16	5	17	29	18.80	2.65	2.60	2.50	0.60	27.15	27.00	5.75	1.25	6.15

ale; F, Female; Level of Training--M, Masters; D, Doctorate; Rank--P, Professor; Ac, Associate fessor; L, Lecturer; Spec., Specialty--Hr, Hearing; Sp, Speech; Assignment--Teach, Teaching; tration; Ser, Direct Services; Oth, Other; Total; Support Services--St, State; Fed, Federal; inistrative Staff.

ay have more than one area of specialization.

faculty members.

It can be seen immediately that, to meet these standards for training for the number of students who must be trained to meet the public school needs for Communication and Hearing Specialists, additional faculty will be needed. (It should be noted that this need is expanded when we take into account the need to train Communication and Hearing Specialists to serve the needs of people below five years of age and above 18 years of age.)

University Resources - Educators of Hearing Impaired.

No institution within the University of North Carolina offers a program of training for Educators of Hearing Impaired either at the undergraduate or graduate level. (Two private colleges offer undergraduate training for a limited number of students.) The University of North Carolina at Greensboro has received approval for a training program through the Master's Degree level and is now recruiting an individual to head the program. The University of North Carolina at Chapel Hill has plans for a graduate program under consideration. The need for support of these emerging programs is apparent in light of the need for trained teachers noted in Table 3.

Recommendations

1. Increased faculty suuport should be provided for the six existing training programs in Communication Sciences in order to achieve the following goals:
   a. improve student/faculty ratios to meet ETB certification requirements, thereby improving the quality of professional training
   b. increase curricular offerings, particularly in interdisciplinary courses

c. upgrade the amount and quality of clinical practicum supervision to improve professional service skills of graduates

d. increase the number of qualified professionals available to meet existing needs.

2. Student suuport should be provided in the form of scholarships and stipends in order that a) undertrained professionals currently employed in the schools can afford to seek additional training and b) quality students can be recruited into the communication disorders professions.

3. Special funds should be provided to implement planned and emerging programs to train teachers of the hearing impaired.

4. Campus and field based continuing education efforts should be supported to assure that Communication Specialists will provide quality services across the years.

5. Support should be given for a reconstituted cooperative consortium to function as a coordinating and planning group.

Respectfully submitted,

J. Lou Carpenter, M.A., ASU

Richard Dixon, Ph.D., UNC-G

Garrett Hume, Ph.D., ECU

LuVern Kunze, Ph.D., Duke University, Chairman

Laura Love, Ph.D., NCCU

Robert Peters, Ph.D., UNC-CH

Thomas Scanio, Ph.D., WCU

Footnotes

[1]Healey, W. C. and Johnson, K. O., Standards and Guidelines for Comprehensive Language, Speech and Hearing Programs in Schools. Washington, D.C., American Speech and Hearing Association. 1974.

[2]Wepman, J. M., "New and Wider Horizons for Speech and Hearing Specialists." ASHA, January 1975.

[3]Powers, G. R., "Proposed Minimum Requirements for ETB Accreditation." ASHA, October 1974.

APPENDIX I

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit *Appalachian State Univereity*

FACULTY

Sex	
M	3
F	3
Race	
WH	5
BL	-
CC	-
Oth	-
Age	
20-35	NA
36-50	NA
51-65	NA
Degree	
M	3
D	2
Rank	
Adjunct	-
Lect	1
Assist	2
Assoc	1
Prof	1
Area	
HI	4
SP	5
VI	-
C/HI	-
ED	-
MR	-
LD	-
G/T	-
Autis	-
Thr rec	-
Non-c	-

Assignment	
Teach	
U	2.00
G	.75
Res	
U	-
G	-
Admin	
U	-
G	.25
Dir ser	-
Other	-
Total FTE	3.00
Advisees	-
Support	
St	5
Fed	-
Pvt	-
Direct Services	
Consult	53
Train	120
Eval	-
Assess	140
Info	60
Faculty Grants	
#	-
$	-
Staff	1

PROGRAM

Program Scope	
HI	yes
SP	yes
VI	-
C/HI	-
ED	-
MR	-
LD	-
G/T	-
Non-c	-
Program Support	
Basic	
St $	42,000
Fed $	-
Grant/contract	
St $	-
Fed $	-
Stipends	
St $	3,600
Fed $	1,000
Facilities	
Office	Inad
Class/clinic	Inad
Practicum	Ad
Courses	
On-campus	
Acad yr--U	10.5
Acad yr--G	7.5
Sum ses--U	3.0
Sum ses--G	3.0
Off-campus	
Acad yr--U	-
Acad yr--G	-
Sum ses--U	-
Sum ses--G	-
Special inst	-
Certification	-

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	7	7
1973-74	///	///	12	11
1974-75	102	21	///	///
1975-76	110	20	///	///
1976-77	-	-	///	///
Sex				
M	NA	NA	3	6
F	NA	NA	16	12
Race				
WH	NA	NA	19	18
BL	NA	NA	-	-
ID	NA	NA	-	-
CC	NA	NA	-	-
Oth	NA	NA	-	-
Area				
HI	-	-	-	-
SP	212	41	19	18
ED	-	-	-	-
MR	-	-	-	-
LD	-	-	-	-
Pre-service				
PT	NA	NA	-	1
FT	NA	NA	19	17
Support				
St				
#	-	2	-	-
$	-	3,600	-	-
Fed				
#	-	1	-	1
$	-	1,000	-	800

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

ian State University

	PROGRAM	
	Program Scope	
	HI	*yes*
2.00	SP	*yes*
.75	VI	-
	C/HI	-
-	ED	-
-	MR	-
	LD	-
-	G/T	-
.25	Non-c	-
-		
-	**Program Support**	
3.00	Basic	
-	St $	*42,000*
	Fed $	-
	Grant/contract	
5	St $	-
-	Fed $	-
-	Stipends	
	St $	*3,600*
	Fed $	*1,000*
53		
120	**Facilities**	
-	Office	*Inad*
140	Class/clinic	*Inad*
60	Practicum	*Ad*
	Courses	
-	On-campus	
-	Acad yr--U	*10.5*
	Acad yr--G	*7.5*
1	Sum ses--U	*3.0*
	Sum ses--G	*3.0*
	Off-campus	
	Acad yr--U	-
	Acad yr--G	-
	Sum ses--U	-
	Sum ses--G	-
	Special inst	-
	Certification	-

STUDENTS				
	Enrollees		Graduates	
	U	G	U	G
Total				
1972-73	///	///	*7*	*7*
1973-74	///	///	*12*	*11*
1974-75	*102*	*21*	///	///
1975-76	*110*	*20*	///	///
1976-77	-	-	///	///
Sex				
M	*NA*	*NA*	*3*	*6*
F	*NA*	*NA*	*16*	*12*
Race				
WH	*NA*	*NA*	*19*	*18*
BL	*NA*	*NA*	-	-
ID	*NA*	*NA*	-	-
CC	*NA*	*NA*	-	-
Oth	*NA*	*NA*	-	-
Area				
HI	-	-	-	-
SP	*212*	*41*	*19*	*18*
ED	-	-	-	-
MR	-	-	-	-
LD	-	-	-	-
Pre-service				
PT	*NA*	*NA*	-	*1*
FT	*NA*	*NA*	*19*	*17*
Support				
St				
#	-	*2*	-	-
$	-	*3,600*	-	-
Fed				
#	-	*1*	-	*1*
$	-	*1,000*	-	*800*

	Graduates	
	U	G
Position		
Admin	-	-
Col/univ tch	-	-
Con/itin tch	-	-
Res rm tch	-	-
Spec cl tch	-	-
Speech path	*6*	*15.5*
Super	-	*.5*
Audio	-	-
Phys ed	-	-
Reg ed	-	-
Cont ed	*11*	*2.0*
Unknown	*2*	-
Placement		
Clinic/hos	-	*3*
Com agency	-	-
Col/univ	*11*	*2*
Pub sch dis	*6*	*13*
Resi cen	-	-
Spec day sch	-	-
State agency	-	-
Unknown	*2*	-
Serving		
Preschool	-	-
Elementary	*6*	*17.5*
Secondary	-	*.5*
Combined	-	-
Location		
Rural NC	*3*	*9*
Suburban NC	*4*	*4*
Urban NC	*3*	*2*
Other state	*2*	*1*
Unknown	*7*	*2*

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit *East Carolina University*

FACULTY

Sex		**Assignment**	
M	5	Teach	
F	4	U	1.90
		G	2.00
Race		Res	
WH	9	U	.10
BL	-	G	.70
CC	-	Admin	
Oth	-	U	.30
		G	.65
Age		Dir ser	1.25
20-35	5	Other	.60
36-50	4	Total FTE	7.50
51-65	-	Advisees	30
Degree		**Support**	
M	5	St	6
D	4	Fed	2
		Pvt	1
Rank			
Adjunct	-	**Direct Services**	
Lect	3	Consult	58
Assist	2	Train	224
Assoc	4	Eval	275
Prof	-	Assess	104
		Info	155
Area			
HI	6	**Faculty Grants**	
SP	8	#	5
VI	-	$	45,475
C/HI	-		
ED	-	**Staff**	1.15
MR	-		
LD	-		
G/T	-		
Autis	-		
Thr rec	-		
Non-c	-		

PROGRAM

Program Scope	
HI	yes
SP	yes
VI	-
C/HI	-
ED	-
MR	-
LD	-
G/T	-
Non-c	-
Program Support	
Basic[a]	
St $	121,000
Fed $	18,000
Grant/contract	
St $	2,000
Fed $	6,000
Stipends[b]	
St $	8,000
Fed $	8,400
Facilities	
Office	Ad
Class/clinic	Ad
Practicum	Ad
Courses	
On-campus	
Acad yr--U	22.5
Acad yr--G	18.0
Sum ses--U	6.0
Sum ses--G	7.5
Off-campus	
Acad yr--U	-
Acad yr--G	-
Sum ses--U	-
Sum ses--G	-
Special inst	7.5
Certification	-

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	32	6
1973-74	///	///	39	15
1974-75	75	30	///	///
1975-76	-	-	///	///
1976-77	-	-	///	///
Sex				
M	3	2	4	2
F	72	28	67	19
Race				
WH	70	30	63	20
BL	5	-	8	1
ID	-	-	-	-
CC	-	-	-	-
Oth	-	-	-	-
Area				
HI	-	8	-	7
SP	75	22	71	14
ED	-	-	-	-
MR	-	-	-	-
LD	-	-	-	-
Pre-service				
PT	-	7	-	2
FT	75	23	71	19
Support				
St				
#	-	8	1	15
$	-	8,000	1,000	23,500
Fed				
#	-	5		
$	-	400[c]		

rolina University

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

	PROGRAM	
	Program Scope	
	HI	yes
1.90	SP	yes
2.00	VI	-
	C/HI	-
.10	ED	-
.70	MR	-
	LD	-
.30	G/T	-
.65	Non-c	-
1.25		
.60	Program Support	
7.50	Basic[a]	
30	St $	131,000
	Fed $	18,000
	Grant/contract	
6	St $	2,000
2	Fed $	6,000
1	Stipends[b]	
	St $	8,000
	Fed $	8,400
58		
224	Facilities	
275	Office	Ad
104	Class/clinic	Ad
155	Practicum	Ad
	Courses	
5	On-campus	
5,475	Acad yr--U	22.5
	Acad yr--G	18.0
1.15	Sum ses--U	6.0
	Sum ses--G	7.5
	Off-campus	
	Acad yr--U	-
	Acad yr--G	-
	Sum ses--U	-
	Sum ses--G	-
	Special inst	7.5
	Certification	-

STUDENTS				
	Enrollees		Graduates	
	U	G	U	G
Total				
1972-73	///	///	32	6
1973-74	///	///	39	15
1974-75	75	30	///	///
1975-76	-	-	///	///
1976-77	-	-	///	///
Sex				
M	3	2	4	2
F	72	28	67	19
Race				
WH	70	30	63	20
BL	5	-	8	1
ID	-	-	-	-
CC	-	-	-	-
Oth	-	-	-	-
Area				
HI	-	8	-	7
SP	75	22	71	14
ED	-	-	-	-
MR	-	-	-	-
LD	-	-	-	-
Pre-service				
PT	-	7	-	2
FT	75	23	71	19
Support				
St				
#	-	8	1	15
$	-	8,000	1,000	23,500
Fed				
#	-	5		
$	-	400[c]		

	Graduates	
	U	G
Position		
Admin	-	-
Col/univ tch	-	-
Con/itin tch	-	-
Res rm tch	-	-
Spec cl tch	-	-
Speech path	35	15
Super	-	-
Audio	-	6
Phys ed	-	-
Reg ed	-	-
Cont ed	30	-
Unknown	6	-
Placement		
Clinic/hos	-	2
Com agency	-	4
Col/univ	30	2
Pub sch dis	33	8
Resi cen	1	3
Spec day sch	-	1
State agency	-	-
Unknown	7	1
Serving		
Preschool	-	-
Elementary	16	8
Secondaty	-	-
Combined	19	19
Location		
Rural NC	9	2
Suburban NC	12	13
Urban NC	8	3
Other state	5	2
Unknown	37	1

Unit *North Carolina Central University*

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

FACULTY

Sex	
M	1
F	3
Race	
WH	3
BL	1
CC	-
Oth	-
Age	
20-35	2
36-50	2
51-65	-
Degree	
M	1
D	3
Rank	
Adjunct	-
Lect	-
Assist	3
Assoc	1
Prof	-
Area	
HI	2
SP	3
VI	-
C/HI	-
ED	-
MR	-
LD	-
G/T	-
Autis	-
Tar rec	-
Non-c	-

Assignment	
Teach	
U	-
G	2.25
Res	
U	-
G	-
Admin	
U	-
G	.50
Dir ser	-
Other	-
Total FTE	2.75
Advisees	11
Support	
St	2
Fed	3
Pvt	-
Direct Services	
Consult	-
Train	-
Eval	-
Assess	yes
Info	yes
Faculty Grants	
#	-
$	-
Staff	1

PROGRAM

Program Scope	
HI	yes
SP	yes
VI	-
C/HI	-
ED	-
MR	-
LD	-
G/T	-
Non-c	-
Program Support	
Basic	
St $	35,000
Fed $	31,000
Grant/contract	
St $	-
Fed $	-
Stipends	
St $	-
Fed $	15,764
Facilities	
Office	Ad
Class/clinic	Ad
Practicum	Inad
Courses	
On-campus	
Acad yr--U	4
Acad yr--G	10
Sum ses--U	2
Sum ses--G	3
Off-campus	
Acad yr--U	-
Acad yr--C	-
Sum ses--U	-
Sum ses--G	-
Special inst	-
Certification	3

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	-	3
1973-74	///	///	-	5
1974-75	-	7	///	///
1975-76	-	2	///	///
1976-77	-	-	///	///
Sex				
M	-	-	-	1
F	-	9	-	7
Race				
WH	-	-	-	1
BL	-	9	-	7
ID	-	-	-	-
CC	-	-	-	-
Oth	-	-	-	-
Area				
HI	-	-	-	-
SP	-	9	-	8
ED	-	-	-	-
MR	-	-	-	-
LD	-	-	-	-
Pre-service				
PT	-	1	-	-
FT	-	8	-	8
Support				
St				
#	-	-	-	-
$	-	-	-	-
Fed				
#	-	8	-	NA
$	-	26,000	-	15,000

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

olina Central University

	PROGRAM	
	Program Scope	
-	HI	yes
-	SP	yes
2.25	VI	-
	C/HI	-
-	ED	-
-	MR	-
	LD	-
-	G/T	-
.50	Non-c	-
-		
-	Program Support	
3.75	Basic	
11	St $	35,000
	Fed $	31,000
	Grant/contract	
2	St $	-
3	Fed $	-
-	Stipends	
	St $	-
	Fed $	15,754
-		
-	Facilities	
-	Office	Ad
yes	Class/clinic	Ad
yes	Practicum	Inad
	Courses	
-	On-campus	
-	Acad yr--U	4
	Acad yr--G	10
1	Sum ses--U	2
	Sum ses--G	3
	Off-campus	
	Acad yr--U	-
	Acad yr--G	-
	Sum ses--U	-
	Sum ses--G	-
	Special inst	-
	Certification	3

STUDENTS					
	Enrollees		Graduates		
	U	G	U	G	
Total					
1972-73	///	///	-	3	
1973-74	///	///	-	5	
1974-75	-	7	///	///	
1975-76	-	2	///	///	
1976-77	-	-	///	///	
Sex					
M	-	-	-	1	
F	-	9	-	7	
Race					
WH	-	-	-	1	
BL	-	9	-	7	
ID	-	-	-	-	
CC	-	-	-	-	
Oth	-	-	-	-	
Area					
HI	-	-	-	-	
SP	-	9	-	8	
ED	-	-	-	-	
MR	-	-	-	-	
LD	-	-	-	-	
Pre-service					
PT	-	1	-	-	
FT	-	8	-	8	
Support					
St					
#	-	-	-	-	
$	-	-	-	-	
Fed					
#	-	8	-	NA	
$	-	16,000	-	15,000	

	Graduates[d]	
	U	G
Position		
Admin	-	-
Col/univ tch	-	-
Con/itin tch	-	-
Res rm tch	-	-
Spec cl tch	-	-
Speech path	-	5
Super	-	-
Audio	-	-
Phys ed	-	-
Reg ed	-	-
Cont ed	-	-
Unknown	-	-
Placement		
Clinic/hos	-	-
Com agency	-	-
Col/univ	-	-
Pub sch dis	-	5
Resi cen	-	-
Spec day sch	-	-
State agency	-	-
Unknown	-	-
Serving		
Preschool	-	-
Elementary	-	-
Secondary	-	-
Combined	-	5
Location		
Rural NC	-	-
Suburban NC	-	3
Urban NC	-	1
Other state	-	-
Unknown	-	-

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit *University of North Carolina at Chapel Hill*

FACULTY

Sex	
M	4
F	1
Race	
WH	5
BL	-
CC	-
Oth	-
Age	
20-35	2
35-50	2
51-65	1
Degree	
M	-
D	5
Rank	
Adjunct	-
Lect	-
Assist	3
Assoc	1
Prof	1
Area	
HI	2
SP	3
VI	-
C/HI	-
ED	-
MR	-
LD	-
G/T	-
Autis	-
Thr rec	-
Non-c	-

Assignment	
Teach	
U	-
G	3.10
Res	
U	-
G	1.10
Admin	
U	-
G	.30
Dir ser	.60
Other	-
Total FTE	5.00
Advisees	42
Support	
St	3.00
Fed	1.75
Pvt	.25
Direct Services	
Consult	yes
Train	yes
Eval	-
Assess	yes
Info	yes
Faculty Grants	
#	4
$	42,268
Staff	1

PROGRAM

Program Scope	
HI	yes
SP	yes
VI	-
C/HI	-
ED	-
MR	-
LD	yes
G/T	-
Non-c	-
Program Support	
Basic	
St $	99,677
Fed $	-
Grant/contract[a]	
St $	-
Fed $	37,600
Stipends	
St $	10,000
Fed $	18,000
Facilities	
Office	Ad
Class/clinic	Ad
Practicum	Ad
Courses	
On-campus	
Acad yr--U	-
Acad yr--G	24
Sum ses--U	-
Sum ses--G	10
Off-campus	
Acad yr--U	-
Acad yr--G	-
Sum ses--U	-
Sum ses--G	-
Special inst	-
Certification	-

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	-	17
1973-74	///	///	-	28
1974-75	-	30	///	///
1975-76	-	29	///	///
1976-77	-	35	///	///
Sex				
M	-	13	-	3
F	-	81	-	40
Race				
WH	-	85	-	43
BL	-	9	-	-
ID	-	-	-	-
CC	-	-	-	-
Oth	-	-	-	-
Area				
HI	-	22	-	11
SP	-	72	-	32
ED	-	-	-	-
MR	-	-	-	-
LD	-	-	-	-
Pre-service				
PT	-	4	-	-
FT	-	90	-	43
Support				
St				
#	-	5	-	14
$	-	10,000	-	28,000
Fed				
#	-	6	-	16
$	-	18,000	-	47,400

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

of North Carolina at Chapel Hill

	PROGRAM		STUDENTS							
				Enrollees		Graduates			Graduates	
	Program Scope			U	G	U	G		U	G
	HI	yes						Position		
-	SP	yes	Total					Admin	-	-
3.10	VI	-	1972-73	///	///	-	17	Col/univ tch	-	-
	C/HI	-	1973-74	///	///	-	28	Con/itin tch	-	-
-	ED	-	1974-75	-	30	///	///	Res rm tch	-	-
1.10	MR	-	1975-76	-	29	///	///	Spec cl tch	-	1
	LD	yes	1976-77	-	35	///	///	Speech path	-	29
-	G/T	-						Super	-	-
.30	Non-c	-	Sex					Audio	-	6
.60			M	-	13	-	3	Phys ed	-	-
-	Program Support		F	-	81	-	60	Reg ed	-	-
5.00	Basic							Cont ed	-	1
42	St $	99,677	Race					Unknown	-	6
	Fed $	-	WH	-	86	-	43			
	Grant/contract		BL	-	9	-	-			
3.00	St $	-	ID	-	-	-	-	Placement		
1.75	Fed $	37,600	CC	-	-	-	-	Clinic/hos	-	1
.35	Stipends		Oth	-	-	-	-	Com agency	-	5
	St $	10,000						Col/univ	-	1
	Fed $	18,000	Area					Pub sch dis	-	24
yes			HI	-	22	-	11	Resi cen	-	1
yes	Facilities		SP	-	72	-	32	Spec day sch	-	1
-	Office	Ad	ED	-	-	-	-	State agency	-	4
yes	Class/clinic	Ad	MR	-	-	-	-	Unknown	-	6
yes	Practicum	Ad	LD	-	-	-	-			
								Serving		
	Courses		Pre-service					Preschool	-	1
4	On-campus		PT	-	4	-	-	Elementary	-	1
12,268	Acad yr--U	-	FT	-	90	-	43	Secondary	-	-
	Acad yr--G	24						Combined	-	27
1	Sum ses--U	-	Support							
	Sum ses--G	10	St					Location		
	Off-campus		#	-	5	-	14	Rural NC	-	6
	Acad yr--U	-	$	-	10,000	-	28,000	Suburban NC	-	3
	Acad yr--G	-	Fed					Urban NC	-	16
	Sum ses--U	-	#	-	8	-	18	Other state	-	14
	Sum ses--G	-	$	-	18,000	-	47,400	Unknown	-	4
	Special inst	-								
	Certification	-								

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit *Univereity of North Carolina at Greensboro*

FACULTY

Sex		**Assignment**	
M	3	Teach	
F	2	U	1.50
		G	2.00
Race		Res	
WH	5	U	-
BL	-	G	.75
CC	-	Admin	
Oth	-	U	.25
		G	.25
Age		Dir ser	.25
20-35	-	Other	-
36-50	4	Total FTE	5.00
51-65	1	Advisees	35
Degree		**Support**	
M	2	St	5
D	3	Fed	-
		Pvt	-
Rank			
Adjunct	-	**Direct Services**	
Lect	1	Consult	72
Assist	3	Train	314
Assoc	-	Eval	306
Prof	1	Assess	1082
		Info	62
Area			
HI	2	**Faculty Grants**	
SP	4	#	1
VI	-	$	1,800
C/HI	-		
ED	-	**Staff**	2
MR	-		
LD	1		
G/T	-		
Autis	-		
Thr rec	-		
Non-c	-		

PROGRAM

Program Scope	
HI	yes
SP	yes
VI	-
C/HI	-
ED	-
MR	-
LD	-
G/T	-
Non-c	-
Program Support	
Basic[h]	
St $	107,000
Fed $	200
Grant/contract	
St $	-
Fed $	-
Stipends[i]	
St $	9,700
Fed $	2,000
Facilities	
Office	Inad
Class/clinic	Inad
Practicum	Ad
Courses	
On-campus	
Acad yr--U	25
Acad yr--G	19
Sum ses--U	9
Sum ses--G	5
Off-campus	
Acad yr--U	-
Acad yr--G	-
Sum ses--U	-
Sum ses--G	-
Special inst	-
Certification	-

STUDENTS

	Enrollees U	Enrollees G	Graduates[j] U	Graduates G
Total				
1972-73	///	///		
1973-74	///	///		
1974-75	38	10	///	///
1975-76	42	12	///	///
1976-77	48	14	///	///
Sex				
M	NA	NA		
F	NA	NA		
Race				
WH	NA	NA		
BL	NA	NA		
ID	NA	NA		
CC	NA	NA		
Oth	NA	NA		
Area				
HI	NA	NA		
SP	NA	NA		
ED	-	-		
MR	-	-		
LD	-	-		
Pre-service				
PT	NA	NA		
FT	NA	NA		
Support				
St				
#	NA	NA		
$	NA	NA		
Fed				
#	NA	NA		
$	NA	NA		

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

f North Carolina at Greensboro

	PROGRAM		STUDENTS							
				Enrollees		Graduates[j]			Graduates	
	Program Scope			U	G	U	G		U	G
	HI	yes								
1.50	SP	yes	Total					Position		
2.00	VI	-	1972-73	///	///			Admin		
	C/HI	-	1973-74	///	///			Col/univ tch		
-	ED	-	1974-75	38	10	///	///	Con/itin tch		
.75	MR	-	1975-76	42	12	///	///	Res rm tch		
	LD	-	1976-77	48	14	///	///	Spec cl tch		
.25	G/T	-						Speech path		
.25	Non-c	-	Sex					Super		
.25			M	NA	NA			Audio		
-	Program Support		F	NA	NA			Phys ed		
5.00	Basic[h]							Reg ed		
35	St $	107,000	Race					Cont ed		
	Fed $	200	WH	NA	NA			Unknown		
	Grant/contract		BL	NA	NA					
5	St $	-	ID	NA	NA			Placement		
-	Fed $	-	CC	NA	NA			Clinic/hos		
-	Stipends[i]		Oth	NA	NA			Com agency		
	St $	9,700						Col/univ		
	Fed $	2,000	Area					Pub sch dis		
72			HI	NA	NA			Resi cen		
314	Facilities		SP	NA	NA			Spec day sch		
306	Office	Inad	ED	-	-			State agency		
1062	Class/clinic	Inad	MR	-	-			Unknown		
62	Practicum	Ad	LD	-	-					
								Serving		
	Courses		Pre-service					Preschool		
1	On-campus		PT	NA	NA			Elementary		
1,800	Acad yr--U	25	FT	NA	NA			Secondary		
	Acad yr--G	19						Combined		
2	Sum ses--U	9	Support							
	Sum ses--G	5	St					Location		
	Off-campus		#	NA	NA			Rural NC		
	Acad yr--U	-	$	NA	NA			Suburban NC		
	Acad yr--G	-	Fed					Urban NC		
	Sum ses--U	-	#	NA	NA			Other state		
	Sum ses--G	-	$	NA	NA			Unknown		
	Special inst	-								
	Certification	-								

Unit *Western Carolina University*

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

FACULTY

Sex	
M	2
F	4
Race	
WH	6
BL	-
CC	-
Oth	-
Age	
20-35	2
36-50	2
51-65	2
Degree	
M	5
D	1
Rank	
Adjunct	3
Lect	-
Assist	3
Assoc	-
Prof	-
Area	
HI	1
SP	6
VI	-
C/HI	-
ED	-
MR	-
LD	-
G/T	-
Autis	-
Thr rec	-
Non-c	-

Assignment	
Teach	
U	2.40
G	.90
Res	
U	-
G	-
Admin	
U	-
G	.10
Dir ser	.50
Other	-
Total FTE	3.90
Advisees	35
Support	
St	6
Fed	-
Pvt	-
Direct Services	
Consult	yes
Train	-
Eval	-
Assess	yes
Info	yes
Faculty Grants	
#	-
$	-
Staff	-

PROGRAM

Program Scope	
HI	yes
SP	yes
VI	-
C/HI	-
ED	-
MR	-
LD	-
G/T	-
Non-c	-
Program Support	
Basic	
St $	110,000+
Fed $	6,000-
Grant/contract	
St $	-
Fed $	5,266-
Stipends	
St $	-
Fed $	12,150+
Facilities	
Office	Inad
Class/clinic	Ad
Practicum	Ad
Courses	
On-campus	
Acad yr--U	18
Acad yr--G	6
Sum ses--U	6
Sum ses--G	3
Off-campus	
Acad yr--U	-
Acad yr--G	-
Sum ses--U	-
Sum ses--G	-
Special inst	-
Certification	-

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	20	9
1973-74	///	///	19	4
1974-75	140[k]	22[k]	///	///
1975-76			///	///
1976-77			///	///
Sex				
M	9	2	1	1
F	131	20	38	12
Race				
WH	139	21	38	13
BL	1	1	-	-
ID	-	-	-	-
CC	-	-	-	-
Oth	-	-	1	-
Area				
HI	-	-	-	-
SP	140	22	39	13
ED	-	-	-	-
MR	-	-	-	-
LD	-	-	-	-
Pre-service				
PT	-	most	-	1
FT	140	5	39	12
Support				
St				
#	-	-	1	1
$	-	-	NA	NA
Fed				
#	-	5	1	5
$	-	12,150+	NA	6,000+

olina University

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

	PROGRAM	
	Program Scope	
	HI	yes
2.40	SP	yes
.90	VI	-
	C/HI	-
-	ED	-
-	MR	-
	LD	-
-	G/T	-
.10	Non-c	-
.50		
-	Program Support	
3.90	Basic	
35	St $	110,000+
	Fed $	6,000-
	Grant/contract	
6	St $	-
-	Fed $	5,366-
-	Stipends	
	St $	-
	Fed $	12,150+
yes		
-	Facilities	
-	Office	Inad
yes	Class/clinic	Ad
yes	Practicum	Ad
	Courses	
-	On-campus	
-	Acad yr--U	18
	Acad yr--G	6
-	Sum ses--U	6
	Sum ses--G	3
	Off-campus	
	Acad yr--U	-
	Acad yr--G	-
	Sum ses--U	-
	Sum ses--G	-
	Special inst	-
	Certification	-

STUDENTS				
	Enrollees		Graduates	
	U	G	U	G
Total				
1972-73	///	///	20	9
1973-74	///	///	19	4
1974-75	140[k]	22[k]	///	///
1975-76			///	///
1976-77			///	///
Sex				
M	9	3	1	1
F	131	20	38	12
Race				
WH	139	21	38	13
BL	1	1	-	-
ID	-	-	-	-
CC	-	-	-	-
Oth	-	-	1	-
Area				
HI	-	-	-	-
SP	140	22	39	13
ED	-	-	-	-
MR	-	-	-	-
LD	-	-	-	-
Pre-service				
PT	-	most	-	1
FT	140	5	39	12
Support				
St				
#	-	-	1	1
$	-	-	NA	NA
Fed				
#	-	5	1	5
$	-	12,150+	NA	5,000+

	Graduates	
	U	G
Position		
Admin	-	-
Col/univ tch	-	-
Con/itin tch	-	1
Res rm tch	-	-
Spec cl tch	-	-
Speech path	29	8
Super	-	-
Audio	-	-
Phys ed	-	-
Reg ed	-	-
Cont ed	4	3
Unknown	6	1
Placement		
Clinic/hos	-	-
Com agency	-	-
Col/univ	4	3
Pub sch dis	29	7
Resi cen	-	-
Spec day sch	-	-
State agency	-	2
Unknown	6	1
Serving		
Preschool	-	-
Elementary	11	8
Secondary	-	-
Combined	18	1
Location		
Rural NC	19	3
Suburban NC	2	-
Urban NC	2	-
Other state	8	6
Unknown	0	4

FOOTNOTES FOR APPENDIX I

[a]Private support funds total $14,000.

[b]Student stipends from local and private sources total $5000.

[c]Four students have grants from private sources totaling $4000.

[d]The data on the 1972-73 graduates is not available.

[e]Private grants total $4668.

[f]This figure represents student for the current year only.

[g]Student stipends from local sources total $2200.

[h]Private support funds total $3000.

[i]Student stipends from private sources total $400.

[j]No information about graduates was available at the time of the report.

[k]This figure represents the total of those currently enrolled. WCU was unable to give a breakdown by year of graduation at the time of the report.

APPENDIX II

Unit *Lenoir Rhyne College*

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

FACULTY

Sex	
M	4
F	7
Race	
WH	11
BL	-
CC	-
Oth	-
Age	
20-35	6
36-50	5
51-65	-
Degree	
M	8
D	3
Rank	
Adjunct	6
Lect	1
Assist	3
Assoc	-
Prof	1
Area	
HI	11
SP	1
VI	-
C/HI	-
ED	-
MR	-
LD	1
G/T	-
Autis	-
Thr rec	-
Non-c	2

Assignment	
Teach	
U	2.90
G	-
Res	
U	-
G	-
Admin	
U	.85
G	-
Dir ser	.10
Other	-
Total FTE	3.85
Advisees	30
Support	
St	2.5
Fed	2.5
Pvt	2.0
Direct Services	
Consult	31
Train	63
Eval	-
Assess	-
Info	56+
Faculty Grants	
#	-
$	-
Staff	9

PROGRAM

Program Scope	
HI	yes
SP	-
VI	-
C/HI	-
ED	-
MR	-
LD	-
G/T	-
Non-c	yes
Program Support	
Basic [a]	
St $	-
Fed $	34,400
Grant/contract	
St $	-
Fed $	-
Stipends [b]	
St $	6,000
Fed $	8,600
Facilities	
Office	Ad
Class/clinic	Ad
Practicum	Ad
Courses	
On-campus	
Acad yr--U	18
Acad yr--G	-
Sum ses--U	7
Sum ses--G	-
Off-campus	
Acad yr--U	-
Acad yr--G	-
Sum ses--U	-
Sum ses--G	-
Special inst	5
Certification	7

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	8	-
1973-74	///	///	23	-
1974-75	26	-	///	///
1975-76	21	-	///	///
1976-77	19	-	///	///
Sex				
M	4	-	2	-
F	62	-	29	-
Race				
WH	63	-	31	-
BL	3	-	-	-
ID	-	-	-	-
CC	-	-	-	-
Oth	-	-	-	-
Area				
HI	57	-	25	-
SP	-	-	-	-
ED	-	-	-	-
MR	-	-	-	-
LD	9	-	8	-
Pre-service				
PT	-	-	-	-
FT	66	-	31	-
Support				
St				
#	8	-	3	-
$	8,000	-	6,000	-
Fed				
#	33	-	27	-
$	7,750	-	7,800	-

Rhyne College

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

	PROGRAM	
	Program Scope	
	HI	yes
2.90	SP	-
-	VI	-
	C/HI	-
-	ED	-
-	MR	-
	LD	-
.85	G/T	-
-	Non-c	yes
.10		
-	**Program Support**	
3.85	Basic [a]	
30	St $	-
	Fed $	34,400
	Grant/contract	
2.5	St $	-
2.5	Fed $	-
2.0	Stipends [b]	
	St $	6,000
	Fed $	8,600
31		
63	**Facilities**	
-	Office	Ad
-	Class/clinic	Ad
56+	Practicum	Ad
	Courses	
-	On-campus	
-	Acad yr--U	18
	Acad yr--G	-
9	Sum ses--U	7
	Sum ses--G	-
	Off-campus	
	Acad yr--U	-
	Acad yr--G	-
	Sum ses--U	-
	Sum ses--G	-
	Special inst	5
	Certification	7

	STUDENTS			
	Enrollees		Graduates	
	U	G	U	G
Total				
1972-73	///	///	8	-
1973-74	///	///	23	-
1974-75	26	-	///	///
1975-76	21	-	///	///
1976-77	19	-	///	///
Sex				
M	4	-	2	-
F	62	-	29	-
Race				
WH	63	-	31	-
BL	3	-	-	-
ID	-	-	-	-
CC	-	-	-	-
Oth	-	-	-	-
Area				
HI	57	-	25	-
SP	-	-	-	-
ED	-	-	-	-
MR	-	-	-	-
LD	9	-	6	-
Pre-service				
PT	-	-	-	-
FT	66	-	31	-
Support				
St				
#	8	-	3	-
$	8,000	-	6,000	-
Fed				
#	33	-	27	-
$	7,750	-	7,800	-

	Graduates	
	U	G
Position		
Admin	1	-
Col/univ tch	-	-
Con/itin tch	3	-
Res rm tch	2	-
Spec cl tch	25	-
Speech path	1	-
Super	-	-
Audio	-	-
Phys ed	-	-
Reg ed	-	-
Cont ed	-	-
Unknown	2	-
Placement		
Clinic/hos	2	-
Com agency	-	-
Col/univ	1	-
Pub sch dis	15	-
Resi cen	13	-
Spec day sch	-	-
State agency	-	-
Unknown	3	-
Serving		
Preschool	5	-
Elementary	21	-
Secondary	3	-
Combined	2	-
Location		
Rural NC	13	-
Suburban NC	4	-
Urban NC	2	-
Other state	12	-
Unknown	-	-

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit *Atlantic Christian College*

FACULTY

Sex	
M	3
F	4
Race	
WH	7
BL	-
CC	-
Oth	-
Age	
20-35	3
36-50	4
51-65	-
Degree *	
M	6
D	1
Rank	
Adjunct	5
Lect	-
Assist	1
Assoc	-
Prof	1
Area	
HI	7
SP	-
VI	-
C/HI	-
ED	-
MR	-
LD	-
G/T	-
Autis	-
Thr rec	-
Non-c	-

Assignment	
Teach	
U	1.50
G	-
Res	
U	-
G	-
Admin	
U	.26
G	-
Dir ser	-
Other	-
Total FTE	1.76
Advisees	-
Support	
St	-
Fed	-
Pvt	7
Direct Services	
Consult	-
Train	-
Eval	-
Assess	-
Info	-
Faculty Grants	
#	-
$	-
Staff	-

* 1 Bachelor's Degree

PROGRAM

Program Scope	
HI	yes
SP	-
VI	-
C/HI	-
ED	-
MR	-
LD	-
G/T	-
Non-c	-
Program Support [a]	
Basic	
St $	
Fed $	
Grant/contract	
St $	
Fed $	
Stipends	
St $	
Fed $	
Facilities	
Office	Ad
Class/clinic	Ad
Practicum	Inad
Courses	
On-campus	
Acad yr--U	18
Acad yr--G	-
Sum ses--U	10
Sum ses--G	-
Off-campus	
Acad yr--U	-
Acad yr--G	-
Sum ses--U	-
Sum ses--G	-
Special inst	-
Certification	30

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	8	
1973-74	///	///	10	
1974-75	17	-	///	///
1975-76	17	-	///	///
1976-77	16	-	///	///
Sex				
M	6	-	2	
F	43	-	16	
Race				
WH	48	-	18	
BL	1	-	-	
ID	-	-	-	
CC	-	-	-	
Oth	-	-	-	
Area				
HI	49	-	18	
SP	-	-	-	
ED	-	-	-	
MR	-	-	-	
LD	-	-	-	
Pre-service				
PT	-	-	-	
FT	49	-	18	
Support				
St				
#		-		
$		-		
Fed				
#		-		
$		-		

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

ristian College

	PROGRAM		STUDENTS						
				Enrollees		Graduates			Graduates
	Program Scope			U	G	U	G		U	G
	HI	*yes*								
1.50	SP	-	Total					Position		
-	VI	-	1972-73	///	///	*8*		Admin	-	-
	C/HI	-	1973-74	///	///	*10*		Col/univ tch	-	-
-	ED	-	1974-75	*17*	-	///	///	Con/itin tch	-	-
-	MR	-	1975-76	*17*	-	///	///	Res rm tch	-	-
	LD	-	1976-77	*15*	-	///	///	Spec cl tch	*18*	-
.26	G/T	-						Speech path	-	-
-	Non-c	-	Sex					Super	-	-
-			M	*6*	-	*2*		Audio	-	-
-	Program Support[a]		F	*43*	-	*16*		Phys ed	-	-
1.76	Basic							Reg ed	-	-
-	St $		Race					Cont ed	-	-
	Fed $		WH	*48*	-	*18*		Unknown	-	-
	Grant/contract		BL	*1*	-	-				
-	St $		ID	-	-	-		Placement		
-	Fed $		CC	-	-	-		Clinic/hos	-	-
7	Stipends		Oth	-	-	-		Com agency	-	-
	St $							Col/univ	-	-
	Fed $		Area					Pub sch dis	*4*	-
-			HI	*49*	-	*18*		Resi cen	*1*	-
-	Facilities		SP	-	-	-		Spec day sch	*13*	-
-	Office	*Ad*	ED	-	-	-		State agency	-	-
-	Class/clinic	*Ad*	MR	-	-	-		Unknown	-	-
-	Practicum	*Inad*	LD	-	-	-				
								Serving		
	Courses		Pre-service					Preschool	*4*	-
	On-campus		PT	-	-	-		Elementary	*14*	-
-	Acad yr--U	*18*	FT	*49*	-	*18*		Secondary	-	-
	Acad yr--G	-						Combined	-	-
-	Sum ses--U	*10*	Support							
	Sum ses--G	-	St					Location		
	Off-campus		#		-			Rural NC	*1*	-
	Acad yr--U	-	$		-			Suburban NC	*12*	-
	Acad yr--G	-	Fed					Urban NC	*1*	-
	Sum ses--U	-	#		-			Other state	*4*	-
	Sum ses--G	-	$		-			Unknown	-	-
	Special inst	-								
	Certification	*30*								

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

Unit *Shaw University*

FACULTY

Sex	
M	3
F	2
Race	
WH	3
BL	1
CC	-
Oth	-
Age	
20-35	3
35-50	-
51-65	-
Degree	
M	3
D	1
Rank	
Adjunct	-
Lect	1
Assist	2
Assoc	-
Prof	-
Area	
HI	3
SP	3
VI	-
C/HI	-
ED	-
MR	-
LD	-
G/T	-
Autis	-
Thr rec	-
Non-c	-

Assignment	
Teach	
U	1.50
G	-
Res	
U	-
G	-
Admin	
U	-
G	-
Dir ser	1.00
Other	-
Total FTE	2.50
Advisees	-
Support	
St	-
Fed	-
Pvt	3
Direct Services	
Consult	-
Train	-
Eval	-
Assess	490
Info	yes
Faculty Grants	
#	-
$	-
Staff	-

PROGRAM

Program Scope	
HI	yes
SP	yes
VI	-
C/HI	-
ED	-
MR	-
LD	-
G/T	-
Non-c	-
Program Support	
Basic	
St $	-
Fed $	26,582
Grant/contract	
St $	-
Fed $	-
Stipends	
St $	-
Fed $	5,352
Facilities	
Office	Inad
Class/clinic	Inad
Practicum	Inad
Courses	
On-campus	
Acad yr--U	17
Acad yr--G	-
Sum ses--U	1
Sum ses--G	-
Off-campus	
Acad yr--U	-
Acad yr--G	-
Sum ses--U	-
Sum ses--G	-
Special inst	-
Certification	-

STUDENTS

	Enrollees U	Enrollees G	Graduates U	Graduates G
Total				
1972-73	///	///	NA	-
1973-74	///	///	5	-
1974-75	43	-	///	///
1975-76		-	///	///
1976-77		-	///	///
Sex				
M	7	-	-	-
F	36	-	5	-
Race				
WH	-	-	-	-
BL	43	-	5	-
ID	-	-	-	-
CC	-	-	-	-
Oth	-	-	-	-
Area				
HI	-	-	-	-
SP	43	-	5	-
ED	-	-	-	-
MR	-	-	-	-
LD	-	-	-	-
Pre-service				
PT	-	-	-	-
FT	43	-	5	-
Support				
St				
#	-	-	-	-
$	-	-	-	-
Fed				
#	-	-	-	-
$	-	-	-	-

UNC: SPECIAL EDUCATION PROGRAMS, 1974-75

University

	PROGRAM		STUDENTS							
				Enrollees		Graduates			Graduates	
	Program Scope			U	G	U	G		U	G
	MI	yes						Position		
1.50	SP	yes	Total					Admin	-	-
-	VI	-	1972-73	///	///	NA	-	Col/univ tch	-	-
	C/HI	-	1973-74	///	///	5	-	Com'itin tch	-	-
-	ED	-	1974-75	45	-	///	///	Resrm tch	-	-
-	MR	-	1975-76		-	///	///	Spec cl tch	-	-
	LD	-	1976-77		-	///	///	Speech path	2	-
-	G/T	-						Super	-	-
-	Non-c	-	Sex					Audio	-	-
1.00			M	7	-	-	-	Phys ed	-	-
-	Program Support		F	38	-	5	-	Reg ed	-	-
2.50	Basic							Cont ed	2	-
-	St $	-	Race					Unknown	1	-
	Fed $	36,503	WH	-	-	-	-			
	Grant/contract		BL	43	-	5	-	Placement		
-	St $	-	ID	-	-	-	-	Clinic/hos	-	-
-	Fed $	-	CC	-	-	-	-	Com agency	-	-
3	Stipends		Oth	-	-	-	-	Col/univ	2	-
	St $	-						Pub sch dis	2	-
	Fed $	5,353	Area					Resi cen	-	-
-			MI	-	-	-	-	Spec day sch	-	-
-	Facilities		SP	43	-	5	-	State agency	-	-
-	Office	Inad	ED	-	-	-	-	Unknown	1	-
480	Class/clinic	Inad	MR	-	-	-	-			
yes	Practicum	Inad	LD	-	-	-	-	Serving		
								Preschool	-	-
	Courses		Pre-service					Elementary	-	-
-	On-campus		PT	-	-	-	-	Secondary	-	-
-	Acad yr--U	17	FT	43	-	5	-	Combined	2	-
	Acad yr--G	-								
-	Sum ses--U	1	Support					Location		
	Sum ses--G	-	St					Rural NC	1	-
	Off-campus		#	-	-	-	-	Suburban NC	-	-
	Acad yr--U	-	$	-	-	-	-	Urban NC	-	-
	Acad yr--G	-	Fed					Other state	-	-
	Sum ses--U	-	#	-	-	-	-	Unknown	4	-
	Sum ses--G	-	$	-	-	-	-			
	Special inst	-								
	Certification	-								

FOOTNOTES TO APPENDIX II

[a]Private funds for program support total $8000.

[b]Student stipends from private sources total $1500.

[c]Information about program support was unavailable at the time of the report.

[d]Basic program support from private sources totals $16,525.

[e]This figure represents the total currently enrolled who will graduate over the next 3-4 years.